

Marshall University
Dietetic Internship



Preceptor Handbook
2025-2026

Department of Nutrition and 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 Nutrition and 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 of the
Academy of Nutrition and Dietetics
120 South Riverside Plaza, Suite 2190
Chicago, Illinois 60606-6995
312.899.0040 ext. 5400
<https://www.eatrightpro.org/acend>

The MUDI is combined with the Master's of Science in Dietetics program and is a one-year program that combines 1070 supervised practice hours and 36 hours of graduate coursework.

Fall coursework includes:

- DTS 670 Advanced Medical Nutrition Therapy I
- DTS 690 Research Applications in Dietetics
- DTS 675 DI Practicum I
- DTS 672 Diabetes and Nutrition Management

Spring coursework includes:

- DTS 679 Advanced Medical Nutrition Therapy II
- DTS 673 Administrative Dietetics
- DTS 676 DI Practicum II
- DTS 671 Sports Nutrition
- Approved Elective

Summer coursework includes:

- DTS 677 DI Practicum III
- DTS 508 Nutrition Cardiac Disease
- DTS 674 Food Allergies and Intolerances

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. Graduates will apply knowledge and skills obtained in this program to promote optimal nutrition and health in urban and rural areas.
2. Graduates will be prepared to be 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 an 80-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
- 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 2025-2026 onsite internship's schedule includes the following dates that are inconsistent with the University's calendar:

- Orientation: August 11-15, 2025
- Thanksgiving Break: November 24-28, 2025
- Winter Break: December 19, 2025 – January 12, 2026
- Memorial Day: May 25, 2026 – Depending on the assigned rotation, interns will either be scheduled to work this day or an alternative day will be assigned by the preceptor.
- Rotation Completion Date: June 12, 2026
- Internship Completion Date: Marshall August Graduation Date

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. All missed rotation time will be made up at your discretion (can include work that can be

completed at home, as applicable).

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 5 days 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
- Set clear expectations. Define and discuss expectations during their time at your facility
- 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 know where to park, the dress code, and work times
- Identify your role within your organization
- Ask your intern about their strengths and interests. You may find they have talents or skills that can benefit you and your organization
- Ask your intern about their 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
- Provide intern with instructions on what to do in certain situations (i.e. inclement weather).

- Provide intern with the best contact method if they have an emergency. Clear communication is key.

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 they 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 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 they can participate. Be supportive and encourage your intern to ask questions so they 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 are present
- Situation difficulties are present (inability to cope with certain populations due to personal reasons - ex. a student has a family member with Alzheimer's disease and they have difficulty 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, Exxat Prism, for documentation of weekly reports and intern evaluations.

Weekly Reports - Weekly reports are completed by the intern and include days/hours worked and a summation of accomplished activities. Once the intern completes their 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. If you do not agree with the report or would like more information added, please contact Mallory (for on-site interns) or Tim (for distance interns) and we will send the report back to the student to edit.

Midpoint Evaluations – Major 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 the week the mid-point or final evaluation is to be completed, providing access to the evaluation form. Be sure to discuss the evaluation with the intern before submitting. Please provide comments as needed. Once the preceptor submits the evaluation, the intern and internship director are able to review.

Final Evaluations – Interns will be evaluated at the end of all major rotations on both competencies and professional attributes. Preceptors will receive an e-mail link the week the final evaluation is to be completed, 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. Please provide comments as needed. Once the preceptor submits the evaluation, the intern and internship director are able to review.

In the event an intern receives a score of less than “meets expectations” on a summative competency evaluation, 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.

More about Precepting

- The preceptor tab on the Department of Nutrition and 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 Accreditation Council for Education in Nutrition and Dietetics (ACEND) 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: <https://acend-school.thinkific.com/courses/preceptor-training-course> (copy and paste the link into your browser). 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>.
 - If interested in receiving these CEU's, please complete the [Preceptor Confirmation and Self-Reflection Form](#) and email to Mallory (on-site preceptors) or Tim (distance preceptors) for a signature.
- Networking with other preceptors at local, state, and national meetings is helpful in sharing ideas and strategies that are beneficial to the process. The Nutrition and Dietetics Educators and Preceptors Practice Group of the Academy is also a very helpful resource: <https://www.eatrightpro.org/ndep>.
- In addition to this handbook, please complete our preceptor orientation course: <https://mudipreceptortraining.thinkific.com/> (copy and paste the link into your browser).
- NDEP Preceptor Resources: <https://www.eatrightpro.org/ndep/preceptor-resources/ndep-preceptor-resources>.
 - Includes a Preceptor Resource Toolkit: [NDEP Preceptor Resource Tool Kit.docx \(eatrightpro.org\)](#).

Medical Nutrition Therapy

Competencies to be Evaluated During Rotation

In the event an intern receives a score of “below expectations” on a summative competency evaluation item or a score below a benchmark on a CRDN assignment, remedial work is required.

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 1.2: Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.	-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 rotations	Intern will demonstrate their ability to evaluate and utilize evidence-based guidelines, literature reviews, and scientific literature in practice and on assignments. 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 provide clinical case studies in portfolio • MNT preceptor evaluation of case study presentations • Benchmark: Intern will attain meets or exceeds expectations on case study presentation through final MNT preceptor evaluation(s)
CRDN 1.3: Justify programs, products, services, and care using appropriate evidence or data.	-Medical Nutrition Therapy -Evaluated during MNT rotations	Intern will provide justification for decisions made for the nutritional intervention of case study patients.	<ul style="list-style-type: none"> • Intern will provide clinical case studies in portfolio • MNT preceptor evaluation of case study presentations • Benchmark: Intern will attain meets or exceeds expectations on case study presentation through final MNT preceptor evaluation(s)
CRDN 1.4: Conduct projects using appropriate research or quality improvement methods, ethical procedures, and data analysis utilizing current and/or new technologies.	-Medical Nutrition Therapy -Foodservice Management -Evaluated during MNT rotations	Intern will conduct projects, including clinical case studies and foodservice management project, using appropriate research strategies and ethical procedures, as well as appropriate and accurate data analysis. Interns will utilize	<ul style="list-style-type: none"> • Intern will provide clinical case studies in portfolio • MNT preceptor evaluation of case study presentations • Benchmark: Intern will attain meets or exceeds expectations on case study presentation through final MNT preceptor evaluation(s)

		current technologies to conduct projects, including, but not limited to EMR's, electronic peer-reviewed journals, operating systems, and/or nutrition analysis software.	
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Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 1.5: Incorporate critical thinking skills in overall practice.	-All Rotations -Evaluated during MNT rotations	Intern will compile and use multiple sources of information to influence their 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 provide clinical case studies in portfolio • MNT preceptor evaluation of case study presentations • Benchmark: Intern will attain meets or exceeds expectations on case study presentation through final MNT preceptor evaluation(s)
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 rotations	Intern will adhere to the Scope of Professional Practice (SOPP and the Code of Ethics (COE) throughout the internship. These documents are located in the DI handbook.	<ul style="list-style-type: none"> • MNT preceptor evaluation of Nutrition Care Process application/activities • Benchmark: Intern will attain meets or exceeds expectations on practicing in compliance with regulations through final MNT preceptor evaluation(s)

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
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 FSM (staff meetings/in-services).	<ul style="list-style-type: none"> • MNT preceptor evaluation of Nutrition Care Process application/activities • Benchmark: Intern will attain meets or exceeds expectations on application of nutrition care process activities through final MNT preceptor evaluation(s)
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"> • MNT preceptor evaluation of Nutrition Care Process application/activities • Benchmark: Intern will attain meets or exceeds expectations on application of nutrition care process activities through final MNT preceptor evaluation(s)
CRDN 2.5: Work collaboratively with NDTRs and/or support personnel in other disciplines.	-Medical Nutrition Therapy -Evaluated during MNT rotations	Intern will work collaboratively with support personnel regarding patient care activities where appropriate. This may include NDTRs, dietary clerks or aides, foodservice staff, CNAs, nursing, pastoral care, social work, speech language pathology, occupational therapy, physical therapy, and pharmacy.	<ul style="list-style-type: none"> • MNT preceptor evaluation of Nutrition Care Process application/activities • Benchmark: Intern will attain meets or exceeds expectations on application of nutrition care process activities through final MNT preceptor evaluation(s)

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"> • MNT preceptor evaluation of Nutrition Care Process application/activities • Benchmark: Intern will attain meets or exceeds expectations on application of nutrition care process activities through final MNT preceptor evaluation(s)
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Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 2.8: Demonstrate negotiation skills.	-All Rotations -Evaluated during 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"> • MNT preceptor evaluation of Nutrition Care Process application/activities • Benchmark: Intern will attain meets or exceeds expectations on application of nutrition care process activities through final MNT preceptor evaluation(s)
CRDN 2.10: Demonstrate professional attributes in all areas of practice.	-All rotations -Evaluated during MNT rotations	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"> • MNT preceptor evaluation of Nutrition Care Process application/activities • Benchmark: Intern will attain meets or exceeds expectations on application of nutrition care process activities through final MNT preceptor evaluation(s)
CRDN 2.11: Show cultural humility in interactions with colleagues, staff, clients, patients, and the public.	-All rotations -Evaluated during MNT rotations	Intern will interact with peers, preceptors, faculty, staff, patients, and clients showing humility to individual cultures and belief systems.	<ul style="list-style-type: none"> • MNT preceptor evaluation of Nutrition Care Process application/activities • Benchmark: Intern will attain meets or exceeds expectations on application of nutrition care process activities through final MNT preceptor evaluation(s)

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 3.1: Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use standardized nutrition terminology as part of the clinical workflow elements for individuals, groups, and populations of differing ages and health status, in a variety of settings.	<ul style="list-style-type: none"> -Community Nutrition -Medical Nutrition Therapy -DTS 670/679 – Advanced Medical Nutrition Therapy I and II -Evaluated during MNT rotations 	Intern will assess, develop interventions, evaluate, and document client care utilizing the Nutrition Care Process as part of the clinical workflow in MNT rotations.	<ul style="list-style-type: none"> • Intern will provide clinical case studies in portfolio • Preceptor evaluation of case study presentation and Nutrition Care Process application • Benchmark: Intern will attain meets or exceeds expectations on case study presentation and application of nutrition care process activities through final MNT preceptor evaluation(s)
CRDN 3.8: Design, implement, and evaluate presentations to a target audience.	<ul style="list-style-type: none"> -All Rotations -Evaluated in MNT rotations 	Intern will design/tailor, implement, and evaluate clinical case study presentations. Intern will design/tailor, implement, and evaluate multiple nutrition education presentations for K-12 population or community members.	<ul style="list-style-type: none"> • Preceptor evaluation of case study presentation • Benchmark: Intern will attain meets or exceeds expectations on case study presentation through final MNT preceptor evaluation(s)
CRDN 3.10: Use effective education and counseling skills to facilitate behavior change.	<ul style="list-style-type: none"> -Community Nutrition -Medical Nutrition Therapy -School Nutrition Education -Evaluated during MNT rotations 	Education and counseling skills will be practiced and improved upon throughout the internship.	<ul style="list-style-type: none"> • Preceptor evaluation of Nutrition Care Process application/activities • Benchmark: Intern will attain meets or exceeds expectations on application of nutrition care process through final MNT preceptor evaluation(s)

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 3.12: Deliver respectful, science-based answers to client questions concerning emerging trends.	-All Rotations -Evaluated during 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"> • Preceptor evaluation of Nutrition Care Process application/activities • Benchmark: Intern will attain meets or exceeds expectations on application of nutrition care process activities through final MNT preceptor evaluation(s)
CRDN 4.4: Apply current nutrition technologies to develop, manage, and disseminate nutrition information and data.	-All Rotations -Evaluated during MNT rotations	Intern will demonstrate abilities to utilize nutrition technologies 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"> • Preceptor evaluation of Nutrition Care Process application/activities • Benchmark: Intern will attain meets or exceeds expectations on application of nutrition care process activities through final MNT preceptor evaluation(s)

Foodservice Management

Competencies to be Evaluated During Rotation

In the event an intern receives a score of “below expectations” on a summative competency evaluation item or a score below a benchmark on a CRDN assignment, remedial work is required.

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 -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, tray audits, etc.	<ul style="list-style-type: none"> • Intern will provide quality assurance report in portfolio • FSM preceptor evaluation of quality assurance project • Benchmark: Intern will attain meets or exceeds expectations on quality assurance project through final FSM preceptor evaluation(s)
CRDN 2.7: Apply change management strategies to achieve desired outcomes.	-All Rotations -Evaluated during FSM rotations	Intern will have the ability to apply change management strategies throughout the internship. Examples include school nutrition (leading and adjusting 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; negotiating changes with patients/clients).	<ul style="list-style-type: none"> • Intern will provide FSM project in portfolio • FSM preceptor evaluation of FSM project • Benchmark: Intern will attain meets or exceeds expectations on FSM project through final FSM preceptor evaluation(s)
CRDN 3.13: Coordinate procurement, production, distribution, and service of goods and services, demonstrating and promoting responsible use of resources.	-Foodservice Management -Evaluate in FSM rotations	Intern will plan, implement, and evaluate a theme meal (or another project approved by preceptor) and will incorporate the procurement, production, and	<ul style="list-style-type: none"> • Intern will provide FSM project in portfolio • FSM preceptor evaluation of FSM project • Benchmark: Intern will attain meets or exceeds expectations on

		distribution of goods with attention paid to waste control.	FSM project through final FSM preceptor evaluation(s)
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Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 3.14: Develop and evaluate recipes, formulas, and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups, and individuals.	-Foodservice Management -Medical Nutrition Therapy -Evaluated in FSM rotations	Intern will develop or modify recipes and supervise the production for theme meal. Will conduct sensory evaluation of meal to determine acceptance. 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 provide FSM project in portfolio • FSM preceptor evaluation of FSM project Benchmark: Intern will attain meets or exceeds expectations on FSM project through final FSM preceptor evaluation(s)
CRDN 4.1: Participate in management of human resources (such as hiring, training, and scheduling).	-Foodservice Management -Evaluated in FSM rotations	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 provide FSM project in portfolio • FSM preceptor evaluation of FSM project • Benchmark: Intern will attain meets or exceeds expectations on FSM project through final FSM preceptor evaluation(s)
CRDN 4.2: Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities, and food.	-Foodservice Management -Evaluated in FSM rotations	Intern will address safety and sanitation in FSM project. In addition, interns may review safety and sanitation policies for facility and perform a safety/sanitation audit.	<ul style="list-style-type: none"> • Intern will provide FSM project in portfolio • FSM preceptor evaluation of FSM project • Benchmark: Intern will attain meets or exceeds expectations on FSM project through final FSM preceptor evaluation(s)
CRDN 4.3: Conduct clinical and customer service quality management activities (such as	-Foodservice Management -Evaluated during FSM rotation	Intern will perform and evaluate at least one quality improvement activity. This may include food temperature audits, equipment	<ul style="list-style-type: none"> • Intern will provide quality assurance report in portfolio • FSM preceptor evaluation of quality assurance project

quality improvement or quality assurance projects).		temperature checks, HACCP audits, etc.	<ul style="list-style-type: none">• Benchmark: Intern will attain meets or exceeds expectations on quality assurance project through final FSM preceptor evaluation(s)
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Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies •
CRDN 4.5: Analyze quality, financial, and productivity data for use in planning.	-Foodservice Management -Evaluated in FSM rotations	Intern will utilize quality, financial, and productivity data in planning their 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 provide FSM project in portfolio • FSM preceptor evaluation of FSM project • Benchmark: Intern will attain meets or exceeds expectations on FSM project through final FSM preceptor evaluation(s)
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 in FSM rotations	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 their project.	<ul style="list-style-type: none"> • Intern will provide FSM project in portfolio • FSM preceptor evaluation of FSM project • Benchmark: Intern will attain meets or exceeds expectations on FSM project through final FSM preceptor evaluation(s)
CRDN 4.7: Conduct feasibility studies for products, programs or services with consideration of costs and benefits.	-Foodservice Management -Evaluated in FSM rotations	Intern will present preliminary information to FSM preceptor regarding ideas for theme meal or other project. Production needs and food cost are to be provided.	<ul style="list-style-type: none"> • Intern will provide FSM project in portfolio • FSM preceptor evaluation of FSM project • Benchmark: Intern will attain meets or exceeds expectations on FSM project through final FSM preceptor evaluation(s)
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 in FSM rotations	Intern will participate in the development or improvement of a product, program, or service (theme meal) and its implementation, taking	<ul style="list-style-type: none"> • Intern will provide FSM project in portfolio • FSM preceptor evaluation of FSM project

		budget, staffing needs, equipment and supplies into consideration.	<ul style="list-style-type: none"> • Benchmark: Intern will attain meets or exceeds expectations on FSM project through final FSM preceptor evaluation(s)
Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 4.10: Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).	-Foodservice Management -Medical Nutrition Therapy -Evaluated in FSM rotation	Intern will review HACCP guidelines and observe the movement of food from delivery to service, with focus on products ordered for theme meal. 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 provide FSM project in portfolio • FSM preceptor evaluation of FSM project Benchmark: Intern will attain meets or exceeds expectations on FSM project through final FSM preceptor evaluation(s)

School and Community Nutrition Rotations

Competencies to be Evaluated During Rotation

In the event an intern receives a score of “below expectations” on a summative competency evaluation item or a score below a benchmark on a CRDN assignment, remedial work is required.

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 3.9: 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 Community or School Nutrition rotations	Intern will develop education material and handouts for use in School and/or Community Nutrition rotations.	<ul style="list-style-type: none">• Intern will provide nutrition education materials developed in portfolio• Preceptor evaluation of nutrition education materials• Benchmark: Intern will attain meets or exceeds expectations on development of appropriate nutrition education materials through final community or school nutrition preceptor evaluation(s)
CRDN 3.11: Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management.	-Community Nutrition -School Nutrition Education -Evaluated during Community or School Nutrition 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 provide evidence of developed presentations in portfolio• Preceptor evaluation of appropriateness and adequacy of information provided• Benchmark: Intern will attain meets or exceeds expectations on development of appropriate nutrition education materials through final community or school nutrition preceptor evaluation(s)

Competencies to be Evaluated During Coursework; however, the intern should do many of these as part of rotations

In the event an intern receives a score of “below expectations” on a summative competency evaluation item or a score below a benchmark on a CRDN assignment, remedial work is required.

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 2.2: Demonstrate professional writing skills in preparing professional communications.	-All Rotations -Evaluated in DTS 690 – Research Applications in Dietetics	Intern will demonstrate professional writing skills in multiple rotations and courses throughout the internship. Activities may include charting in a medical record or creating newsletters, handouts, recipes for distribution, projects, papers, and presentations.	<ul style="list-style-type: none"> • Intern will provide DTS 690 research paper and presentation in portfolio • Course instructor will evaluate writing skills in the research proposal development project • Benchmark: Intern will attain 80% on preparing professional communications in the in research proposal development project. If benchmark is not met, intern will re-do assignment to meet 80% requirement.
CRDN 2.9: Actively contribute to nutrition and dietetics professional and community organizations.	-All Rotations -Evaluated in DTS 675 or 676 Dietetic Practicum Courses I or II	All interns will be student members of the Academy of Nutrition & Dietetics. Examples of ways to actively 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 provide description of participation and reflection in professional/community organization in portfolio • Rubric to assess contribution to professional and community organizations and reflection of experience • Benchmark: Intern will attain 80% on contribution and reflection of experience. If benchmark is not met, intern will re-do assignment to meet 80% requirement.

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.	-All rotations -DTS 675 – Dietetic Internship Practicum I -Evaluated during DTS 675	Intern will use culturally sensitive strategies to complete a variety of case studies. In addition, the intern will discuss completed cases with fellow students during the course. Intern will use culturally sensitive strategies in all interactions with colleagues, patients/clients, faculty, and preceptors.	<ul style="list-style-type: none"> • Rubric to assess implementing culturally sensitive strategies in cross cultural health care case studies and discussion of cases • Benchmark: Intern will attain 80% on implementation of culturally sensitive strategies in cross-cultural health care case studies and discussion of cases. If benchmark is not met, intern will re-do assignment to meet 80% requirement.
CRDN 2.13: Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.	-Community rotations -Public Policy work as part of DTS 675/676 – Dietetic Internship Practicum I or II	At minimum, intern will write one letter to a state representative regarding the potential impact of a policy on a nutrition related issue. Intern will also complete a current AND action alert. On-site interns have the potential to work with the WVAND public policy team on current advocacy efforts in our state.	<ul style="list-style-type: none"> • Intern will provide policy work in portfolio • Rubric to assess policy letter and elevator speech • Benchmark: Intern will attain 80% on policy letter and elevator speech. If benchmark is not met, intern will re-do assignment to meet 80% requirement.
CRDN 3.2: Conduct nutrition focused physical exams.	-Medical Nutrition Therapy -DTS 670 – Advanced Medical Nutrition Therapy I -DTS 677 – Dietetic Internship Practicum III -Evaluated during DTS 677	Intern will conduct a nutrition focused physical exam in a variety of settings, in the didactic setting and in rotations as applicable. Interns will complete summative evaluation through NFPE simulation in DTS 677.	<ul style="list-style-type: none"> • Rubric to evaluate NFPE simulation • Benchmark: Intern will attain 80% on the NFPE simulation. If benchmark is not met, intern will re-do simulation to meet 80% requirement.

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
<p>CRDN 3.3: Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacology plans (such as bowel modifications, carbohydrate to insulin ratio, B12 or iron supplementation).</p>	<p>-Medical Nutrition Therapy -Community Nutrition -DTS 670— Advanced Medical Nutrition Therapy I -DTS 672—Diabetes and Nutrition Management -DTS 677 – Dietetic Internship Practicum III -Evaluated during Internship DTS 677 and DTS 672</p>	<p>Intern will have the opportunity to perform screening assessments in MNT rotations. Intern will recommend nutrition-related pharmacology plans in DTS 670 & 672. In addition, the intern will have the opportunity to recommend/initiate these plans in rotations. Interns will complete summative evaluation through BG & BP screenings in DTS 677.</p>	<ul style="list-style-type: none"> • Rubric to evaluate final diabetes case study • Benchmark: Intern will attain 80% on the final diabetes case study regarding nutrition-related pharmacology plans. If benchmark is not met, intern will re-do assignment to meet 80% requirement. • Checklist to evaluate blood glucose and blood pressure screenings with DTS and NSG faculty • Benchmark: Intern will attain 80% on summative blood glucose and blood pressure screenings using ACEND Clinical Skills Student Evaluation (15/18 for BG and 14/17 for BP). If benchmark is not met, intern will re-do screenings to meet 80% requirement.
<p>CRDN 3.4: Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan.</p>	<p>-Medical Nutrition Therapy -DTS 672—Diabetes and Nutrition Management -Evaluated during DTS 672</p>	<p>Intern will provide instruction for self-monitoring blood glucose and provide recommendations/considerations regarding medications and MNT. In addition, the intern will have the opportunity to perform instruction/recommendations in MNT rotations.</p>	<ul style="list-style-type: none"> • Rubric to evaluate final diabetes case study • Benchmark: Intern will attain 80% on instruction for SMBG considering DM medications and MNT in the final diabetes case study. If benchmark is not met, intern will re-do assignment to meet 80% requirement.

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 3.5: Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.	-Medical Nutrition Therapy rotations -DTS 679 – Advanced Medical Nutrition Therapy II -DTS 677 – Dietetic Internship Practicum III -Evaluated during Internship DTS 677	Intern will have the opportunity to practice observing and explain the steps involved in placement of tubes through a metabolic stress case study. In addition, the intern will have the opportunity to observe and assist in MNT rotations. For summative assessment, intern will explain the placement of NG and NE tubes after instruction from nursing faculty in DTS 677. Intern will observe and place tubes in the simulation lab.	<ul style="list-style-type: none"> • Checklist to evaluate feeding tube placement simulation with NSG faculty • Benchmark: Intern will attain 80% on summative tube placement simulation using ACEND Clinical Skills Student Evaluation (12/14). If benchmark is not met, intern will re-do simulation to meet 80% requirement.
CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.	-Medical Nutrition Therapy rotations -DTS 677 – Dietetic Internship Practicum III -Evaluated during DTS 677	In addition, intern will routinely screen patients in rotations for chewing and swallowing issues and will refer to appropriate health care professionals (speech language pathologists), as appropriate. Intern will complete summative evaluation through swallowing screening simulation with SLP faculty. Interns also will watch and ACEND webinar on swallowing screening and complete a post-test after the webinar and conducting the swallowing screening.	<ul style="list-style-type: none"> • Checklist to evaluate swallowing screening simulation with SLP faculty • Benchmark: Intern will attain 80% on summative swallow screening simulation using ACEND Clinical Skills Student Evaluation (9/11). If benchmark is not met, intern will re-do screenings to meet 80% requirement.

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 3.7: Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.	-All Rotations -Evaluated in DTS 675 or 676 – Dietetic Internship Practicum I or II	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. Interns will mentor DPD students as part of a telehealth nutrition counseling session.	<ul style="list-style-type: none"> • Rubric to evaluate telehealth simulation/role-playing nutrition sessions • Benchmark: Intern will attain 80% on telehealth simulation/role-playing nutrition sessions. If benchmark is not met, intern will re-do simulation/role-playing to meet 80% requirement.
CRDN 4.9: Engage in the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.	-Medical Nutrition Therapy -DTS 670 – Advanced Medical Nutrition Therapy I - DTS 679 – Advanced Medical Nutrition Therapy II -Evaluated in DTS 679	Intern will complete a coding and billing assignment in DTS 670 and DTS 679. In addition, interns will engage in the process of billing and coding in rotations as applicable. Summative evaluation will include billing and coding as part of a case study.	<ul style="list-style-type: none"> • Rubric to assess billing and coding in eating disorder case study • Benchmark: Intern will attain 80% on billing and coding in the eating disorder case study assignment. If benchmark is not met, intern will re-do assignment to meet 80% requirement.
CRDN 5.1: Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.	-DI Practicum Courses: DTS 675, 676, 677 -DTS 675 – Dietetic Internship Practicum I -DTS 673 – Administrative Dietetics -Evaluated in DTS 673	Intern will conduct self-evaluations at the conclusion of rotations. If a rotation is more than 4 weeks, a mid-point self-evaluation will also be completed. Intern will reflect on developing skills and areas for improvement. In addition, the intern will perform self-assessments and develop goals for learning and cultural orientation during DTS 675 and evaluate them in DTS 676. Interns will also complete a self-assessment with their CDR portfolio assignment in DTS 673.	<ul style="list-style-type: none"> • Self-reflections will be maintained in Exxat • Rubric to evaluate CDR professional development plan • Benchmark: Intern will attain 80% on their CDR professional development plan. If benchmark is not met, intern will re-do assignment to meet 80% requirement.

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 5.2: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals.	-DTS 677-DI Practicum Course III -Evaluated in DTS 677	Intern will conduct a self-reflection on their experience as an intern. They will identify and articulate their current skills, knowledge, and experiences (and will identify areas they would like to continue to improve). Intern will identify how these fit into their desired position and future career goals and how they can give back their profession as a possible preceptor in the future.	<ul style="list-style-type: none"> • Rubric to evaluate desired position, career goals, and potential preceptor reflection • Benchmark: Intern will attain 80% on the desired position, career goals, and potential preceptor self-reflection. If benchmark is not met, intern will re-do assignment to meet 80% requirement.
CRDN 5.3: Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.	-DTS 673 - Administrative Dietetics -Evaluated in DTS 673	Intern will reflect on professional goals and prepare a draft professional development portfolio.	<ul style="list-style-type: none"> • Rubric to evaluate CDR professional development plan • Benchmark: Intern will attain 80% on their CDR professional development plan. If benchmark is not met, intern will re-do assignment to meet 80% requirement.
CRDN 5.4: Advocate for opportunities in the professional setting (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).	-DTS 673 - Administrative Dietetics -Evaluated in DTS 673	Intern will participate in role-playing certain scenarios and case study completion in DTS 673.	<ul style="list-style-type: none"> • Rubric to evaluate advocacy assignment • Benchmark: Intern will attain 80% on the advocacy assignment. If benchmark is not met, intern will re-do assignment to meet 80% requirement.

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 5.5: Demonstrate the ability to resolve conflict.	-All Rotations -DTS 673 - Administrative Dietetics -Evaluated in DTS 673	Intern will have the opportunity to demonstrate conflict resolution 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; employee conflicts). In addition, the intern will work to resolve conflict when working on group projects in courses. Conflict resolution case study will be completed in DTS 673.	<ul style="list-style-type: none"> • Rubric to evaluate conflict resolution case study • Benchmark: Intern will attain 80% on the conflict resolution case study. If benchmark is not met, intern will re-do assignment to meet 80% requirement.
CRDN 5.6: Promote team involvement and recognize the skill of each member.	-All rotations -DTS 679 – Advanced Medical Nutrition Therapy II -DTS 672 – Diabetes and Nutrition Management - Evaluated in DTS 672 – Diabetes and Nutrition Management	Intern will promote team involvement when working on group assignments. The intern will complete self and group evaluations (in multiple courses).	<ul style="list-style-type: none"> • Rubric to evaluate final case study self and group assessment • Benchmark: Intern will attain 80% on self and group assessments. If benchmark is not met, intern will re-do assignment to meet 80% requirement.
CRDN 5.7 Mentor others.	-DTS 675 – Dietetic Internship Practicum I -DTS 676 – Dietetic Internship Practicum II -Evaluated in DTS 675 or DTS 676	Interns will mentor DPD students throughout a variety of experiences that will be discussed throughout the program.	<ul style="list-style-type: none"> • Rubric to evaluate mentorship reflection • Benchmark: Intern will attain 80% on telehealth mentorship reflection. If benchmark is not met, intern will re-do assignment to meet 80% requirement.

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 5.8 Identify and articulate the value of precepting.	-DTS 677-DI Practicum Course III	Intern will conduct a self-reflection on their experience as an intern. They will identify and articulate their current skills, knowledge, and experiences (and will identify areas they would like to continue to improve). Intern will identify how these fit into their desired position and future career goals and how they can give back their profession as a possible preceptor in the future.	<ul style="list-style-type: none"> • Rubric to evaluate desired position, career goals, and potential preceptor reflection • Benchmark: Intern will attain 80% on the desired position, career goals, and potential preceptor self-reflection. If benchmark is not met, intern will re-do assignment to meet 80% requirement.

Preceptor Checklist for Intern Orientation to Facility - Example

___ 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, HIPAA, Universal Precautions)

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

___ Parking restrictions

___ How intern will access phones, 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)

Resource: Cedar Crest College

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
- Therapeutic diet/IDDSI in-services
- Ideation of new recipes and menus
- Label supplement rooms

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 and assist in the process of placing feeding tubes
- Conduct swallow screenings and refer for full swallow evaluation as needed
- Observe surgeries as available and desired
- Label supplement rooms
- Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan
- Therapeutic diet/IDDSI in-services

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
- Community health fairs and events
- Development of marketing materials and social media posts

School Nutrition Education Rotations

- Develop and/or implement nutrition education sessions to students
 - One class or a series
 - Identify needs
 - Prepare presentation, including education material
 - Conduct the presentation
 - Self-reflection and evaluation of presentation
- Implement school nutrition curriculum
- Group presentations at school/PTO fairs
 - Family dinner nights
 - Taste testings
 - Re-think Your Drink
- Taste testing/food demos with students in classes/trying new foods in the cafeteria
- Policy, system, and environmental changes
 - Marketing campaigns
 - Farm-to-school initiatives
 - School garden initiatives
 - Walking programs
 - Bulletin board/nutrition education posters

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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:

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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