Preceptor Handbook

Brigham Young University
Department of Nutrition, Dietetics and Food Science
Dietetic Internship

2012
Thank You

For Your Willingness to Serve as a Preceptor for Interns in the

Brigham Young University Dietetic Internship

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MASTER SCHEDULE

The next page shows the master schedule for all BYU interns from Jan –June 2012
# Winter Spring Rotations NDFS 520R

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### Holidays, UDA Events

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<td>Crandall Consulting</td>
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<td>Center</td>
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<td>16-Feb</td>
<td>UDA, Legislative day</td>
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Prior to coming to you the interns have completed a bachelor’s degree in dietetics and a minimum of 14 weeks of supervised practice. The next pages give a brief overview of supervised practice and a summary of completed dietetics coursework.
## Prior Supervised Practice

### FALL SEMESTER

| Utah Valley Regional Medical Center (NDFS 521) | Seven Weeks | - One day per week spent with various foodservice managers and technicians in overview of foodservice in health care system  
- Three days per week spent in clinical, working one-on-one with clinical dietitians – The majority of the time was spent on Medical/Surgical and Cardiac/ICU, with shorter experiences in Psych, TCU, Outpatient, and Rehab  
- One morning a week in the Nutritional Assessment Lab at BYU – including anthropometry, biochemical (finger sticks and urine analysis), nutrition focused physical assessment, indirect calorimetry, vital signs, and nutrition interviewing |

| BYU Food Production Management Lab (FPML) (NDFS 522) | Seven Weeks | The FPML serves approximately 200 meals per day. As undergraduates, the interns had all experienced the three production/service and one management rotations.  
As Interns, each one had full responsibility in one of the following roles:  
- Procurement Manager  
- Production Manager  
- Service/Sanitation Manager  
Daily management meetings allowed sharing of experience and information. |

### WINTER/SPRING SEMESTER

| Clinical | Six Weeks | Primary Children’s Medical Center, McKay-Dee Hospital, or Intermountain Urban Central Region |
| Management | Four Weeks | Primary Children’s Medical Center or Intermountain Urban Central Region |
| Renal | One Week | Various outpatient dialysis centers |
| Extended Care | One Week | Crandall Consulting Dietitians |
| Community | Six Weeks | WIC, School Districts, State Health Department, Aging Services |
| Leadership | Three Weeks | Various facilities |
Undergraduate Dietetics Course Work Summary

The following outlines pertinent dietetics courses the interns had as undergraduates (in other words, what they should be familiar with and/or able to do as they come to you).

Food Production Management
- Principles of quantity production applied to meats, dairy products, baked goods, vegetables, soups, fresh produce.
- Types of foodservice systems and delivery/service.
- Recipe expansion and costing.
- Eleven weeks (8 hrs/wk) lab experience in conventional foodservice operation, rotating through all production and service areas, equipment use.

Foodservice Systems
- Overview of systems theory and the foodservice system
- Detailed examination of functional subsystems: procurement, production, distribution/service, and sanitation/maintenance.
- Product selection, including value analysis and sensory analysis.
- Vendor selection and purchase specifications.
- The marketing channel and “value added” concept.

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

Essentials of Human Nutrition, Nutrient Metabolism, and Nutritional Biochemistry
- Normal nutrition, from very basic to nutrition at the cellular level

Clinical Nutrition (I & II)
- Medical terminology
- Principles of and rationale for medical nutrition therapy in disease states
- Basics of nutrition support; supplements, enteral and parenteral nutrition
- Basics of nutrition counseling

Community Nutrition
- Community resources
- Program planning and evaluation
- At-risk populations and special needs
- Cultural/ethnic food patterns
- National Health Objectives
- Group and individual counseling
- Legislative and political process
Nutrition of Growth and Development
- Nutritional needs in pregnancy, lactation, infancy, and childhood

Nutrition Assessment Lab
- Anthropometric, biochemical, clinical, and dietary assessment procedures

Teaching Methods in Dietetics
- Establishing learning objectives, concepts, and lesson plans
- Utilization of a variety of teaching methods
- Support of learning through visual aids

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

Advanced Dietetics Practice
- Hypermetabolism and nutritional assessment in critical care
- Nutrition support in critical care, home care, and extended care facilities
- AIDS
- Thermal injury
- High risk pregnancy and infants
- Pediatric diseases, inborn errors of metabolism
- Budgeting, cost/benefit analysis
- Menu engineering, pricing
- Foodservice department set-up

In addition to the courses taken prior to the internship, interns will be enrolled in two graduate courses between January and June:

- NDFS 637 Advanced Management in Dietetics
- NDFS 638 Advanced Clinical Nutrition
PRECEPTOR GUIDELINES

This section includes overall tips for being an effective preceptor as well as specific guidelines for the following rotations: Clinical, Renal, Management, Community, Extended Care, and Leadership.
Overall Tips for Preceptors

Orientation
Provide a clear orientation on the first day of the rotation. Some items to include in orientation are:

- Establish ground rules
- Define expectations
- Be purposeful and focused
- Explain work norms at your facility
- Explain what is expected of intern
- Identify the role or importance of your work in the organization – show enthusiasm
- Solicit information – have interns:
  - List and explain previous experiences
  - Describe their experiences
  - Describe how their goals mesh with the rotation goals

Preceptors as Teachers
Students are taught knowledge and reasoning skills in school, but the supervised practice setting is where interns begin to apply their knowledge. Preceptors become teachers in an applied work setting. A possible method to aid in teaching interns is following the acronym Dr. Firm as outlined below.

DR FIRM (Pichert)
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 rotation and then walk them through the steps.
- Show them (demonstrate) the shortcuts. Explain the rationale for the steps and assumptions behind the shortcuts. Don’t assume they understand the shortcuts the first time.
- Stick to the important points and help interns develop their problem solving skills.

Rehearsal:
- Have interns role play your job (i.e., have them calculate the rate of an enteral formula).
- The only way you can evaluate them is to observe their performance.
- Explain how to dovetail two tasks. They are often unaware of the time constraints.

Feedback and Correction:
- Feedback communicates your approval or disapproval and your empathy.
- Feedback should be open, corrective, and specific.
- Provide additional hints for shortcuts and thoroughness; subtleties frequently slip past interns.
• Quiz them on what patients, clients, or staff may ask.
• Emphasize thoroughness.
• Errors should be corrected and interns should repeat task as often as you deem appropriate.

**Independent Practice:**
• Time for you to let go – but interns should feel free to ask you questions as needed.
• Place a time deadline for specific tasks and shorten the time deadlines as interns progress. Set up times when they check with you in their “independence.”
• Be creative. Make it fun for you and for the interns.

**Review:**
• Observe or have interns demonstrate their assigned tasks. Do not assume anything.
• Mention strengths and weaknesses.
• You may have to demonstrate again the learned shortcuts.
• Have the interns rehearse again, if needed.

**Motivate:**
• Tell interns how their good work makes a difference.
• Be specific, not general.
• Relate it to something they feel is important (i.e., a tube feeding was initiated because of their calculations and recommendations).

**Scheduling**

The key word to remember in scheduling is FLEXIBILITY. Develop a “skeleton schedule” that directs the intern’s time, but feel free to alter it as unique opportunities arise. The intern’s week, and occasionally even day, may certainly be split between types of activity if something noteworthy occurs.

Interns should expect to work 32 hours per week, Monday through Thursday. University holidays should be observed; they are shown on the master schedule.

The intern should contact the main preceptor two (2) weeks prior to starting a rotation to confirm a meeting time and location.

**Evaluations**

**Evaluation of Interns by Preceptors**
A very important part of the intern’s learning comes from thoughtful and honest evaluations. Feedback should be provided throughout the rotation with a formal evaluation at the end. (Note: The six week Clinical rotation will also have a formal evaluation in the middle.) A copy of evaluation forms are found in the “Evaluation Section” of this handbook. The actual forms for you to use will be provided by the intern prior to the evaluation.

The BYU instructor would like to be present for the Clinical and Management final evaluations, but will not be present at the evaluation for shorter rotations (community, renal, extended care, etc.) Completed evaluation for shorter rotations can be returned with the intern or mailed.
Listed below are some tips for evaluation

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

**Evaluation of Preceptor and Facility by Interns**

Interns will evaluate their experience at rotation sites. These evaluations will be sent to preceptors. A copy of the “Site Evaluation” used can be found in the “Evaluation Section” of this handbook.
Clinical Rotations Guidelines

Clinical Overview

Purpose: The purpose of the clinical rotation is for the intern(s) to gain experience in and exposure to the various areas of nutrition care in the medical center, and to build speed and judgment to the point of effective staff relief.

Learning Outcomes: The Clinical Rotation learning outcomes can be found in the competencies and learning outcomes section of this handbook.

Clinical Sample Schedule

Provide a schedule for the intern(s) that include who they will work with each day, what time they should expect to come and go, and what area they will work in. A sample schedule for the six weeks is shown below.

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<td>* Alter the schedule as unique opportunities and facility needs arise *</td>
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</table>
| 1    | • Orientation to your position and responsibilities. Perhaps walk them through a typical day, and some of the “critical control points” you check on at various points in the day.  
 | • Overview of policy and procedures  
 | • One day with Diet Techs |
| 2    | • Clinical floor or area |
| 3    | • Clinical floor or area  
 | • Complete Mid-point Evaluations  
 | • Visit or observe other disciplines |
| 4    | • Nutrition support or specialty area if not already seen  
 | • Visit or observe other disciplines |
| 5    | • Outpatient or other clinical specialties if not already seen,  
 | • Visit or observe other disciplines  
 | • Present in-service training |
| 6    | • Clinical staff relief  
 | • Case Study  
 | • Complete Final Evaluation |
**Tips for Clinical Preceptor**

In preparation for working with the interns, consider the following questions and be ready to discuss (and show) the answers with/to the interns.

- What are my primary responsibilities?
- What skills are most important for me to carry out my responsibilities?
- How do I “keep up” with my area of responsibility, how do I learn about new developments, methods, products, etc.?
- What are the key interactions I have outside the department?
- How do I communicate with other members of the patient care team, with the other dietitians and technicians, with foodservice managers?
- How do I prioritize my activities each day?
- What resources do I use (people, texts, media, etc.) when I need help in completing a task?
- What “tricks of the trade” do I use to help me accomplish various aspects of my job?

As opportunities arise, model various activities you perform, such as assessments, diet instructions, charting, physician interaction, etc. Then, allow the intern to perform the same activities under your supervision. As competency develops, the intern’s work load can be increased and more complex tasks assigned.

**Clinical Activities**

The main portion of time of an intern’s time will be spent understanding and performing the duties of a clinical dietitian. In addition, during the clinical rotation, interns should participate in the following enriching activities:

- Spend time with a diet tech
- Participate in daily clinical conference reports
- Visit with and observe other disciplines
- Participate in multidisciplinary teams
- Provide a clinical in-service lease schedule one clinical in-service (generally with an audience outside the department).
- Present an oral Case Study. An oral presentation evaluation form is found in the Evaluation section of the handbook.
- Complete the “Clinical Study Guide” A copy is in the Intern Assignment section of this handbook.

The description of activities below will guide preceptors in directing intern activities. The Intern Clinical Study Guide (found in Intern Assignment Section of this handbook) can also help preceptors direct intern activities.

**Diet Tech Rotation.** Spending time with the diet tech allows the interns to explore the complexity of foodservice operations in a health care environment. Among the points the interns should grasp are the interface of clinical and foodservice needs, and the role of each member of the nutrition care team in effective patient care and the successful operation of the department. Diet techs can consider the following questions and be ready to discuss (and show) the answers with/to the interns.

- What are my primary responsibilities?
- What skills are most important for me to carry out my responsibilities?
- How does my work contribute to the desired outcomes of the department?
- To whom do I report? How does that interaction take place?
- How do I “keep up” with my area of responsibility, how do I learn about new developments, methods, products, etc.?
• What are the key interactions I have outside of the department?
• How do I handle “sticky situations” with members of other departments with whom I interact?
• What are the most enjoyable and most challenging parts of my job?

When working with interns, begin with an orientation to your position and responsibilities. Perhaps walk them through a typical day, and some of the “critical control points” you check on at various points in the day. You might have some of the reports, forms, etc. you generate available for them to see and explain their purpose. With only one day the time is too short to “do” your job, but if there is one task you could show the interns how to perform, explaining its purpose, and let them work on it for 1-2 hours, they would gain a feel for at least a piece of your role.

**Daily Clinical Conference Reports.** Each day the intern should be responsible to provide a report to the preceptor of patient care and other activities. The intern is responsible to assure that all information regarding follow-up with assigned patients is communicated completely – both in oral and written format. Brevity should be emphasized. Reports can be done at a time that works best for the preceptor and intern – at the end of the day or throughout the day.

Reports may include:

1. Nutrition care activities provided for each patient
   a. A format following the Nutrition Care Process is best
      i. Assessment
      ii. Diagnosis (including Nutrition Diagnostic Terminology and PES Statements)
      iii. Intervention
      iv. Monitoring and Evaluation
   b. In-depth report and review on patients. Reviews provide a “good learning opportunity” and allow preceptors to provide additional insights/training based on their clinical experience. Reviews could include
      i. Review of medications, labs, or clinical procedures that are unfamiliar
      ii. Review of diagnosis or disease states
      iii. Review of standards or policies related to specific diagnosis

2. Competency completed by interns. The intern will be responsible to
   a. Complete the Basic Competency Check List (a copy of Clinical competencies is found in the competency and learning outcome section)
   b. Communicate with the preceptors regarding competencies still to be achieved

**Visiting with other disciplines.** In addition to gaining proficiency in the clinical setting, the intern is expected to explore the broader picture of the health care environment and the role of the dietitian. This can be accomplished by having the intern interact with key people and committees outside of the Food and Nutrition Department. During the clinical rotation, interns should schedule time to visit with the following as appropriate and allowed in the facility. Decide early on who will make appointments, i.e., will the preceptor call or will the preceptor give a list of names and numbers to the interns, who will then make appointments. In most cases the visits should last no longer than half an hour.

- Pharmacy (TPN formulation)
- Discharge planning
- Social work
- Speech therapy
- Physical therapy
- Occupational therapy
- Medical library
- Child Life
- Other as appropriate
Participating in Multidisciplinary Teams. During the clinical rotation, interns should participate in multidisciplinary teams as appropriate and allowed in the facility. Ideas for participation include:

- Attending rounds
- Observing surgery
- Attending team conferences
- Attending committee meetings
- Participating with quality management
- Participating in Joint Commission preparations
- Observing/participating in review/revision of policies and procedures
- Other: such as UDA activities, Legislative activities, Product shows and demonstrations

Clinical In-Service. During the clinical rotation, interns should have an opportunity to present a clinical/MNT in-service. Preferably the in-service should be presented to a group outside of clinical nutrition; however, if facilities are not able to accommodate in-services outside of the clinical nutrition department the in-service may be given to dietitians. Some ideas and examples of past trainings as well as possible groups are listed below.

- Physical Therapists, Occupational Therapists, and Speech Therapists
  - Feeding Children with Special Needs
  - Nutrition for Wound Healing
- Nurses
  - The Carbohydrate is Right
  - Inpatient Diabetes Management: Treating Hypoglycemia
  - Medical Nutrition Therapy: Nutrition and Burns
  - Overview of Nutrition Care and Nursing Relationship
  - Carbohydrate Counting and Label Reading
  - Dysphagia Diets and Thickened Liquids
  - Calorie Count Procedures
  - Renal Diets
  - The Importance of MNT in the Critical Care Setting
  - Nutrition and Spinal Muscle Atrophy
- Other Hospital Staff Members
  - Alternative Medicine
  - Mixing Specialized Formulas
  - Herbal and Nutritional Supplements and Cancer

Oral Case Study. The case study allows for an in depth evaluation of the disease process, nutrition assessment, nutrition intervention, and nutrition monitoring of a patient. Preceptors can determine amount of time allocated for case study presentations at their facility. The following sections should be included in the case study.

- Patient Profile
- Present Illness
- Nutrition assessment
- Nutrition Diagnosis
- Nutrition Intervention
- Nutrition Monitoring and Evaluation
- Appropriateness of Care
- References
  - Written case study only
    - Appendices Cost Savings of MNT
    - Appendices Research Question
Renal Rotation Guidelines

Renal Overview
Purpose: To provide an opportunity to experience MNT in the renal area and work with patients/clients with renal disease.

Learning Outcomes: The Clinical/Renal Rotation learning outcomes can be found in the competencies and learning outcomes section of this handbook. Not all learning outcomes will be met in the renal rotation due to its short duration.

Tips for Renal Preceptor
In preparation for working with the interns, consider the following questions and be ready to discuss (and show) the answers with/to the interns.

- What are my primary responsibilities?
- What skills are most important for me to carry out my responsibilities?
- How do I “keep up” with my area of responsibility, how do I learn about new developments, methods, products, etc.?
- What are the key interactions I have outside the department?
- How do I communicate with other members of the patient care team, with the other dietitians and technicians, with foodservice managers?
- How do I prioritize my activities each day?
- What resources do I use (people, texts, media, etc.) when I need help in completing a task?
- What “tricks of the trade” do I use to help me accomplish various aspects of my job?

Renal Activities
The intern is expected to review renal MNT prior to beginning the renal rotation. Renal rotation should include.

- **Orientation** to the agency/facility and how it fits in the referral network of services. Orientation ideas include:
  - Walk intern through a typical day, and some of the “critical control points” you check on at various points in the day.
  - Show intern reports or other forms you complete during your work
- Participation in **client and/or staff education**
- **Interaction with the interdisciplinary team:** nurses, dialysis techs, social workers, physicians, etc.
- **Performing** at least part of the renal **dietitian’s responsibilities**
- **Completion of the “Renal Study Guide.”** A copy is in the Intern Assignment section of this handbook.
Management Rotation Guidelines

Management Overview

Purpose: To provide an opportunity for interns to explore the complexity of foodservice operations in a health care environment.

Learning Outcomes: The Management Administrative Rotation learning outcomes can be found in the competencies and learning outcomes section of this handbook. Among the points inters should grasp are

- The scheduling of patient feeding with cafeteria and catering function
- The interface of clinical and foodservice needs
- The role of each member of the management team

Tips for Management Preceptor

- Begin with an orientation to your position and responsibilities. Orientation ideas include
  - Walk them through a typical day, and some of the “critical control points” you check on at various points in the day.
  - Share some of the reports you generate and explain the purpose of the reports.
- Discuss some of the personnel issues you deal with, how you inspire good performance from your employees, and how you carry out evaluations.
- Share some of the on-going problems you deal with and some of the solutions you have implemented.
- If the intern is scheduled to work with one of your employees, please prepare the employee by reviewing the purpose of that rotation and encouraging the employee to let the intern “jump right in” after an explanation and demonstration of what to do.

In preparation for working with the interns, you might want to think through the following questions and be ready to discuss (and show) the answers with/to them:

- What are my primary responsibilities?
- What skills are most important for me to carry out my responsibilities?
- How does my work contribute to the desired outcomes of the department?
- Who reports to me and to whom do I report? How do those interactions take place?
- What do I look for when hiring employees, and how do I handle the interview?
- What type of training do I give to the employees in my stewardship?
- How do I handle discipline issues with my employees?
- How do I “keep up” with my area of responsibility, how do I learn about new developments, methods, products, etc.?
- What are the key interactions I have outside of the department?
- What laws, regulations, codes, etc., are important in my work?
Management Activities
The main portion of time of an intern’s time will be spent understanding and performing the duties of a management/administrative dietitian. In addition, during the management rotation, interns should participate in the following enriching activities:

- Visit with and interact with key people outside of the foodservice department
- Present an in-service training
- Complete a Management Administrative project
- Complete the “Management Study Guide” A copy is in the Intern Assignment section of this handbook

The description of activities below will guide preceptors in directing intern activities. The Intern Management Study Guide (found in Intern Assignment Section of this handbook) can also help preceptors direct intern activities.

Interacting with key people outside foodservice department. In addition to gaining proficiency in the foodservice setting, the intern is expected to explore the broader picture of the health care environment and the role of the dietitian. This can be accomplished by having the intern interact with key people and committees outside of the Food and Nutrition Department. During the management rotation, interns should schedule time to visit with the following as appropriate and allowed in the facility. In most cases the visits should last no longer than half an hour. Decide early on who will make appointments, i.e., will the preceptor call or will the preceptor give a list of names and numbers to the interns, who will then make appointments. These contacts may also occur in the course of meetings.

- Director Food and Nutrition
- Director or Representative from
  - Finance/Accounting
  - Administration
  - Engineering
  - Materials Management
  - Nursing
  - Human Resources
  - Risk Management
  - Other as appropriate

Presenting an in-service training. Two interns should present an in-service together during the management rotation. The training can be with food and nutrition staff or other health care staff as appropriate and allowed by the facility. Some ideas and examples of past in-service training include:

- Effective communication
- Teamwork
- Common diets and modifications
- Joint Commission preparations
- HACCP
- Tube feeding formulas
- Carbohydrate counting and label reading
- New department procedures e.g. calorie counts, allergy tags, emergency procedures
- Safety and sanitation review
- Portion control
- Department surveys
Completing a management project. During the management rotation the interns should complete a management project. Two interns may complete the project together. The project evaluation form is found in the evaluation section of this handbook.

Some ideas and examples of past management project include:

- New Diabetic Menu Featuring Carbohydrate Information – coordinated with the New Diabetes Education Program
- Steward Training Manual
- Smoothing” over the Transition from Milkshakes to Smoothies – Recipe Standardization, Costing, and In-service Training
- A Tray line Analysis and Restructuring
- Choosing a Re-therm System for a New Acute Care Hospital
- Calorie Count Procedures
- Employee Safety Fair
- Formulary Handbook/Updates
- Food Allergy Controls
- Ingredient searches – Gluten-free foods
- Emergency Preparedness preparation and training
- Texture Modifications – recipes/guidelines
- National Nutrition Month activities
- New Entrees – cafeteria and patients
- Hand washing – monitoring/training
Community Rotation Guidelines
(Aging, Health Department, School Food Service, WIC.)

Community Overview
Purpose: To provide an opportunity for interns to experience various community nutrition programs and learn to develop and deliver products, programs and services to promote health and wellness.

Learning Outcomes: The Community Rotation learning outcomes can be found in the competencies and learning outcomes section of this handbook. Not all learning outcomes will be met in the renal rotation due to its short duration.

Tips for Community Preceptors
In preparation for working with the interns, consider the following questions and be ready to discuss (and show) the answers with/to the interns.
- What are my primary responsibilities?
- What skills are most important for me to carry out my responsibilities?
- How do I “keep up” with my area of responsibility, how do I learn about new developments, methods, products, etc.?
- What are the key interactions I have outside the department?
- How do I communicate with other members of the team and members outside the department?
- How do I prioritize my activities each day?
- What resources do I use (people, texts, media, etc.) when I need help in completing a task?
- What “tricks of the trade” do I use to help me accomplish various aspects of my job?

Community Activities
During the Community Rotation the intern should do the following:
- Complete a thorough orientation to your agency/facility and show it fits in the referral network of services.
- Complete a project at the State Health Department and at the School Nutrition Program.
  - The Project guidelines are included in the “Intern Assignment” section.
  - The project evaluation form is found in the “Evaluation” section.
  - Ideas and examples of past projects are listed below.
- Participate in education of clients and/or staff at WIC and Aging Services. Client education may be included at the State Health Department or School District.
- Develop an educational “aid” (handout, lesson plan, bulletin board, etc.) at WIC and Aging.
- Participate in interdisciplinary interaction as available.
- Perform, at least part of, the responsibilities of the community nutritionist.
- Complete the “Community Study Guide”

Community Project Ideas and Examples
- Update and/or design website.
- Create and/or update lesson plans for classrooms.
- Develop radio and/or television advertisement for program promotion.
- Conduct patient flow analysis (WIC).
- Design flyers for program components.
- Develop and present staff in-service training.
Extended Care Guidelines

Extended Care Overview

**Purpose:** To provide an opportunity to experience MNT and nutrition management in long-term care and explore the connections of clinical, management, and consulting work.

**Learning Outcomes:** The Extended Care Rotation learning outcomes are intermixed with the Clinical and Management Learning Outcomes. A copy of these can be found in the competencies and learning outcomes section of this handbook. Not all learning outcomes will be met in the extended care rotation due to its short duration.

Tips for Extended Care Preceptor

In preparation for working with the interns, consider the following questions and be ready to discuss (and show) the answers with/to the interns.

- What are my primary responsibilities?
- What skills are most important for me to carry out my responsibilities?
- How do I “keep up” with my area of responsibility, how do I learn about new developments, methods, products, etc.?
- What are the key interactions I have outside the department?
- How do I communicate with other members of the patient care team, with the other dietitians and technicians, with foodservice managers?
- How do I prioritize my activities each day?
- What resources do I use (people, texts, media, etc.) when I need help in completing a task?
- What “tricks of the trade” do I use to help me accomplish various aspects of my job?

Extended Care Activities

The Extended Care rotation should include.

- **Orientation** to the agency/facility and how it fits in the referral network of services. Perhaps walk them through a typical day, and some of the “critical control points” you check on at various points in the day.
- **Overview** of the role of the RD and/or food and nutrition manager
- **Interaction with the interdisciplinary team:** nurses, therapists, physicians, etc.
- Participation in both clinical and food service management activities as possible
- **Completion of the “Extended Care Study Guide.”** A copy is in the Intern Assignment section of this handbook.
  - As part of the study guide the intern should set objectives for the rotation with the preceptor.
Leadership Rotation Guidelines

Leadership Overview

Purpose: To provide an opportunity for dietetic interns to explore transformation leadership skills in dietetics.

Learning Outcomes: The Leadership Rotation learning outcomes can be found in the competencies and learning outcomes section of this handbook. Due to the variety of practice sites for Leadership rotations, not all learning outcomes will apply to all rotations.

Tips for Leadership Preceptor

In preparation for working with the interns, consider the following questions and be ready to discuss (and show) the answers with/to the interns.

- What are my primary responsibilities?
- What skills are most important for me to carry out my responsibilities?
- How does my work contribute to the desired outcomes of the department/team?
- Who reports to me and to whom do I report. How do those interactions take place?
- Who are my primary customers/clients/patients?
- What do I look for when hiring employees, and how do I handle the interview? (If applicable)
- What type of training do I give to the employees in my stewardship? (If applicable)
- How do I handle discipline issues with employees? (If applicable)
- How do I “keep up” with my area of responsibility, how do I learn about new developments, methods, products, etc.?
- What are the key interactions I have outside of the department/team?
- What laws, regulations, codes, etc. are important in my work?

Leadership Activities

The Leadership rotation should include.

- **Orientation** to your position and responsibilities. Orientation ideas include
  - Walk them through a typical day, and some of the “critical control points” you check on at various points in the day.
  - Share some of the reports you generate and explain the purpose of the reports.
  - Explain how you fit in the organizational structure
  - Discuss some of the personnel issues you deal with, how you inspire good performance from your employees, and how you carry out evaluations. (If applicable)
  - Share some of the on-going problems you deal with and some of the solutions you have implemented.

- **Completion of a Leadership Project.** The Project guidelines are included in the “Leadership Study Guide” in the Intern Assignment section of this handbook.
  - Allow time for the intern to select, prepare, and possibly implement the project over the course of the three weeks.

- **Completion of the “Leadership Study Guide.”** Assist as needed, with identifying individuals with whom you have both internal and external interactions, and helping the intern schedule required activities. A copy of the Study Guide can be found in the Intern Assignment section of this handbook.
The Commission on Accreditation for Dietetics Education has established competencies and learning outcomes for dietetic interns. A copy of the competencies and learning outcomes, as they relate to each rotation, is shown in the pages that follow.

After completion of a rotation, interns should list learning activities in which they participated that helped them to meet the listed learning objective.
Clinical Renal Competencies and Learning Outcomes

The nature and population served differ greatly between the facilities involved in these rotations; therefore, the exact nature of the experiences will differ as well.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Learning Activities</th>
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</thead>
<tbody>
<tr>
<td><strong>DI 1.1</strong> Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes</td>
<td>Interns – list activities completed during rotation(s) to meet competency</td>
</tr>
<tr>
<td><strong>DI 1.2</strong> Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the Nutrition care process and model and other areas of dietetics practice.</td>
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<tr>
<td><strong>DI 1.4</strong> Evaluate emerging research for application in dietetics practice</td>
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<tr>
<td><strong>DI 2.1</strong> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics</td>
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<tr>
<td><strong>DI 2.3</strong> Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience.</td>
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<tr>
<td><strong>DI 2.4</strong> Use effective education and counseling skills to facilitate behavior change</td>
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<tr>
<td><strong>DI 2.5</strong> Demonstrate active participation, teamwork and contributions in group settings</td>
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<tr>
<td><strong>DI 2.6</strong> Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility</td>
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<tr>
<td><strong>DI 2.7</strong> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice</td>
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<tr>
<td><strong>DI 2.8</strong> Demonstrate initiative by proactively developing solutions to problems</td>
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<tr>
<td><strong>DI 2.9</strong> Apply leadership principles effectively to achieve desired outcomes</td>
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<tr>
<td>Competency</td>
<td>Learning Activities</td>
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<tr>
<td>By the conclusion of the Clinical/Renal Rotations, the intern will:</td>
<td>Interns – list activities completed during rotation(s) to meet competency</td>
</tr>
<tr>
<td><strong>DI 2.11</strong> Establish collaborative relationships with internal and external stakeholders, including patients, clients, caregivers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals</td>
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<tr>
<td><strong>DI 2.12</strong> Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures</td>
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<tr>
<td><strong>DI 2.13</strong> Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration</td>
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<tr>
<td><strong>DI 2.14</strong> Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background</td>
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<tr>
<td><strong>DI 3.1a</strong> Assess the Nutritional status of individuals, groups and populations in a variety of settings where Nutrition care is or can be delivered</td>
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<tr>
<td><strong>DI 3.1b</strong> Diagnose Nutrition problems and create problem, etiology, signs and symptoms (PES) statements</td>
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<tr>
<td><strong>DI 3.1c</strong> Plan and implement Nutrition interventions to include prioritizing the Nutrition diagnosis, formulating a Nutrition prescription, establishing goals and selecting and managing intervention</td>
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<tr>
<td><strong>DI 3.1d</strong> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the Nutrition diagnosis</td>
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<tr>
<td><strong>DI 3.2</strong> Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing</td>
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<tr>
<td><strong>DI 3.4</strong> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with Nutrition, food safety and health messages and interventions</td>
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<tr>
<td><strong>DI 3.5</strong> Deliver respectful, science-based answers to consumer questions concerning emerging trends</td>
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<tr>
<td><strong>DI 4.5</strong> Conduct clinical and customer service quality management activities</td>
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<tr>
<td><strong>DI 4.11</strong> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting</td>
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<tr>
<td><strong>DI 4.12</strong> Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers</td>
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</tbody>
</table>
**Management Competencies and Learning Outcomes**

**Extended Care Competencies and Learning Outcomes**

The nature and population served differ greatly between the facilities involved in these rotations; therefore, the exact nature of the experiences will differ as well.

<table>
<thead>
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<th>Competency</th>
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<td>By the conclusion of the Management/Extended Care Rotations, the intern will:</td>
<td>Interns – list activities completed during rotation(s) to meet competency</td>
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<td>DI 1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes</td>
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<tr>
<td><strong>DI 1.2</strong> Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the Nutrition care process and model and other areas of dietetics practice.</td>
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<td><strong>DI 1.4</strong> Evaluate emerging research for application in dietetics practice</td>
<td></td>
</tr>
<tr>
<td><strong>DI 1.5</strong> Conduct research projects using appropriate research methods, ethical procedures and statistical analysis</td>
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<tr>
<td><strong>DI 2.1</strong> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics</td>
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<tr>
<td><strong>DI 2.2</strong> Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures)</td>
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<tr>
<td><strong>DI 2.3</strong> Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience.</td>
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<td><strong>DI 2.5</strong> Demonstrate active participation, teamwork and contributions in group settings</td>
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<td><strong>DI 2.9</strong> Apply leadership principles effectively to achieve desired outcomes</td>
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<td><strong>DI 2.11</strong> Establish collaborative relationships with internal and external stakeholders, including patients, clients, caregivers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals</td>
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<tr>
<td>Competency</td>
<td>Learning Activities</td>
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<tr>
<td><strong>DI 2.12</strong> Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures</td>
<td>Interns – list activities completed during rotation(s) to meet competency</td>
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<td><strong>DI 2.13</strong> Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration</td>
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<td><strong>DI 2.14</strong> Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background</td>
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<tr>
<td><strong>DI 3.2</strong> Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing</td>
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<tr>
<td><strong>DI 3.3</strong> Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods</td>
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<tr>
<td><strong>DI 3.4</strong> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with Nutrition, food safety and health messages and interventions</td>
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<tr>
<td><strong>DI 3.6</strong> Coordinate procurement, production, distribution and services of goods and services</td>
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<tr>
<td><strong>DI 3.7</strong> 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</td>
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<tr>
<td><strong>DI 4.1</strong> Use organizational processes and tools to manage human resources</td>
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<tr>
<td><strong>DI 4.2</strong> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food</td>
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<tr>
<td><strong>DI 4.3</strong> Apply systems theory and a process approach to make decisions and maximize outcomes</td>
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<tr>
<td><strong>DI 4.5</strong> Conduct clinical and customer service quality management activities</td>
<td></td>
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<tr>
<td><strong>DI 4.6</strong> Use current informatics technology to develop, store, retrieve and disseminate information and data</td>
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<tr>
<td><strong>DI 4.7</strong> Prepare and analyze quality, financial or productivity data and develops a plan for intervention</td>
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<tr>
<td><strong>DI 4.8</strong> Conduct feasibility studies for products, programs or services with consideration of costs and benefits</td>
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<tr>
<td><strong>DI 4.9</strong> Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes</td>
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</tbody>
</table>
### Community Competencies and Learning Outcomes

The nature and population served differ greatly between the facilities involved in these rotations; therefore, the exact nature of the experiences will differ as well.

Community rotations include: WIC, Aging, School Nutrition, and State Health Department.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Learning Activities</th>
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<tbody>
<tr>
<td><strong>D1.2</strong> Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library and the U.S. Department of Health and Human Services) in the nutrition care process and model and other areas of dietetics practice.</td>
<td>Interns – list activities completed during rotation(s) to meet competency</td>
</tr>
<tr>
<td><strong>D1.2.1</strong> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics</td>
<td></td>
</tr>
<tr>
<td><strong>D1.2.2</strong> Demonstrate professional writing skills in preparing professional communications (e.g. education materials, project reports)</td>
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<tr>
<td><strong>D1.2.3</strong> Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience.</td>
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<td><strong>D1.2.4</strong> Use effective education and counseling skills to facilitate behavior change</td>
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<td><strong>D1.2.7</strong> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice</td>
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<td><strong>D1.2.8</strong> Demonstrate initiative by proactively developing solutions to problems</td>
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<tr>
<td><strong>D1.2.11</strong> Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals</td>
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</tr>
<tr>
<td><strong>D1.2.12</strong> Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures</td>
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<tr>
<td><strong>D1.2.14</strong> Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background</td>
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<tr>
<td><strong>D1.3.1a</strong> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</td>
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<tr>
<td><strong>D1.3.2</strong> Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing</td>
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<td>Competency</td>
<td>Learning Activities</td>
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<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>By the conclusion of the Community Rotations, the intern will (adapted for rotation type):</td>
<td>Interns – list activities completed during rotation(s) to meet competency</td>
</tr>
<tr>
<td><strong>DI 3.4</strong> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions</td>
<td></td>
</tr>
<tr>
<td><strong>DI 3.5</strong> Deliver respectful, science-based answers to consumer questions concerning emerging trends</td>
<td></td>
</tr>
<tr>
<td><strong>DI 3.7</strong> 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</td>
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</tr>
<tr>
<td><strong>DI 4.11</strong> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting</td>
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</tbody>
</table>
Leadership Competencies and Learning Outcomes

The nature and population served differ greatly between the facilities involved in these rotations; therefore, the exact nature of the experiences will differ as well. With the variety of Leadership rotations not all competencies listed below may be applicable to this rotation.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DI 1.3</strong> Justify programs, products, services and care using appropriate evidence or data (if applicable)</td>
<td>Interns – list activities completed during rotation(s) to meet competency. If the competency was not applicable enter NA</td>
</tr>
<tr>
<td><strong>DI 2.5</strong> Demonstrate active participation, teamwork and contributions in group settings</td>
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<tr>
<td><strong>DI 2.8</strong> Demonstrate initiative by proactively developing solutions to problems</td>
<td></td>
</tr>
<tr>
<td><strong>DI 2.9</strong> Apply leadership principles effectively to achieve desired outcomes</td>
<td></td>
</tr>
<tr>
<td><strong>DI 2.1</strong> Establish collaborative relationships with internal and external stakeholders, including patients, clients, caregivers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals</td>
<td></td>
</tr>
<tr>
<td><strong>DI 2.12</strong> Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures</td>
<td></td>
</tr>
<tr>
<td><strong>DI 2.14</strong> Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background</td>
<td></td>
</tr>
<tr>
<td><strong>DI 3.2</strong> Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing (if applicable)</td>
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<tr>
<td><strong>DI 3.3</strong> Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods</td>
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<tr>
<td><strong>DI 4.1</strong> Use organizational processes and tools to manage human resources (if applicable)</td>
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<tr>
<td><strong>DI 4.3</strong> Apply systems theory and a process approach to make decisions and maximize outcomes</td>
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<tr>
<td><strong>DI 4.5</strong> Conduct clinical and customer service quality management activities (if applicable)</td>
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<tr>
<td><strong>DI 4.6</strong> Use current informatics technology to develop, store, retrieve and disseminate information and data (if applicable)</td>
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<tr>
<td><strong>DI 4.7</strong> Prepare and analyze quality, financial or productivity data and develops a plan for intervention (if applicable)</td>
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<tr>
<td><strong>DI 4.9</strong> Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes (if applicable)</td>
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</tr>
<tr>
<td>Competency</td>
<td>Learning Activities</td>
</tr>
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</tr>
<tr>
<td><strong>LDI 5.1</strong> Demonstrate ability to locate, evaluate, and analyze current literature related to leadership issues in dietetics practice</td>
<td>Interns – list activities completed during rotation(s) to meet competency. If the competency was not applicable enter NA</td>
</tr>
<tr>
<td><strong>LDI 5.2</strong> Analyze application of Transformational Leadership components utilized/exhibited by preceptors and other dietetic professionals</td>
<td></td>
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</tbody>
</table>

*Note: Competencies beginning with DI are established by the Commission on Accreditation of Dietetics Education, American Dietetic Association; competencies beginning with LDI are established by the BYU Dietetic Internship Program.*
This section contains copies of evaluation forms for Clinical Rotations, Management Rotations, Short Rotations (3 weeks or less), and Projects. Interns will provide preceptors with a hard copy of the evaluation forms. Tips for completing evaluations can be found in the “Preceptor Guideline” section.

A copy of the site evaluation form interns complete is also found in this section.
**CLINICAL EVALUATION**  
*Utah Dietetics Education Consortium*

Facility ___________________________________ Date__________________________________________

Preceptor ____________________________ Student/Intern _________________________________

- Please evaluate the student/intern on the following areas of performance

  - Please circle the number corresponding to your rating

  Scale:  
  1 – Very weak, needs more work  
  2 – weak, needs more work  
  3 – doing well, performing as expected for student/intern level  
  4 – above average, doing better than expected  
  5 – outstanding, doing much better than expected for level  
  N/A – not applicable to this rotation

- Add comments in each area for particularly strong or weak performance

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<thead>
<tr>
<th>PROFESSIONALISM</th>
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<tbody>
<tr>
<td>Appropriate dress and grooming</td>
<td></td>
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<td>Comments</td>
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<tr>
<td>DI 2.12 Attitude of learning and willingness to work</td>
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<tr>
<td>Appropriate interaction with patients/clients/staff</td>
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<tbody>
<tr>
<td>DI 2.12 Punctual with appropriate tools</td>
<td></td>
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<td>Comments</td>
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<tr>
<td>DI 2.12 Follows through with responsibilities</td>
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<tr>
<td>DI 2.12 Accepts consequences of actions</td>
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<tr>
<td>DI 2.13 Able to set and accomplish objectives</td>
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<tr>
<td>DI 2.13 Able to evaluate own strengths and weaknesses</td>
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<tr>
<td>DI 2.12 Sets priorities</td>
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<tr>
<td>DI 2.12 Handles increasing work load</td>
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<tbody>
<tr>
<td>DI 1.2, 1.3, 2.1 Uses references materials; current techniques</td>
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<td>Comments</td>
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<tr>
<td>DI 1.2, 1.3, 2.8, 2.9, 3.1c Able to justify/support decisions with correct information</td>
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<tr>
<td>DI 2.8, 2.12, 2.14 Consults with preceptor/instructor; acts within level of competence</td>
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<td>DI 1.2, 1.3, 2.4, 3.1a-d Has and uses adequate knowledge base</td>
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<tr>
<td>DI 2.6, 3.1a Completes screening procedures</td>
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<tr>
<td>DI 3.1a, 3.1d History nutrition, personal, medical, family, social</td>
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<td>DI 3.1a, 3.1d Food and nutrient intake, access to food</td>
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<tr>
<td>DI 3.1a, 3.1d Medications, supplements</td>
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<tr>
<td>DI 3.1a, 3.1d Pt/client knowledge, belief, attitude, behaviors towards nutrition related concepts</td>
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<tr>
<td>DI 3.1a, 3.1d Anthropometric measurements, assessments</td>
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<tr>
<td>DI 3.1a, 3.1d Biochemical data, medical test, procedures</td>
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<tr>
<td>DI 3.1a, 3.1d Nutrition focused physical findings (wasting, suck/swallow, etc.)</td>
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<tr>
<td>DI 3.1a, 3.1d Compare nutrient and growth needs to standards (energy, pro, fluid, growth, etc.). Accurate needs calculations</td>
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<tr>
<td>DI 3.1a, 3.1d Monitor intake of patient po, enteral, parenteral feeds. Evaluate and make appropriate changes.</td>
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36
<table>
<thead>
<tr>
<th>NCP: DIAGNOSIS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>DI 3.1b Identify and label nutrition problems</td>
<td></td>
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<td>Comments</td>
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<tr>
<th>NCP: INTERVENTION</th>
<th>1</th>
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<th>4</th>
<th>5</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>DI 1.2, 3.1a, 3.1c Implement conversion of one form of nutrition support to another. Implement changes in feeding from ECF or home</td>
<td></td>
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<td>Comments</td>
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<tr>
<td>DI 3.1a, 3.1c Able to interpret data collected</td>
<td></td>
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<tr>
<td>DI 3.1c Accurate diet/oral supplement/ calorie count calculations</td>
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<tr>
<td>DI 3.1c Checks work for errors</td>
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<tr>
<td>DI 3.1c Appropriate, accurate nutrition support recommendations</td>
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<tr>
<td>DI 2.4, 2.11, 3.1c, 3.4, 3.5 Appropriate, accurate, complete instructional/counseling materials and methods</td>
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<tr>
<td>DI 3.1c, 3.4 Appropriate teaching level for pt/family understanding; family involvement</td>
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<tr>
<td>DI 3.1c, 3.1d Evaluates, pt/client’s level of understanding, motivation</td>
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<tr>
<td>DI 2.7, 3.1c, 2.11 Establishes, coordinates, implements follow up care short and/or long-term</td>
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<tr>
<td>DI 2.7, 3.1c, 3.5 Appropriate involvement and coordination with health care for nutrition interventions</td>
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<tr>
<td>DI 4.12 Participates in coding/billing of dietetics/nutrition services</td>
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<th>COMMUNICATION</th>
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<tbody>
<tr>
<td>DI 2.14 Uses proper channels of communication</td>
<td></td>
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<td>Comments</td>
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<tr>
<td>DI 2.12 Listens actively</td>
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<tr>
<td>DI 2.2, 4.11 Appropriate written and oral communication</td>
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<tr>
<td>DI 2.1 Maintains confidentiality</td>
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<tr>
<td>DI 2.13, 2.14 Culturally sensitive</td>
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<tr>
<td>DI 2.5 Active participation in team conferences</td>
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<tr>
<td>DI 1.4, 3.4, 3.5 Utilizes current research in formal presentations to professionals and interactions with pt/clients</td>
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Please comment on the student/intern's overall performance:

Strengths

Areas for further work

Signatures:

Preceptor: ________________________________  Student/Intern ________________________________
## ADMINISTRATIVE EVALUATION
Utah Dietetic Education Consortium

Facility ______________________________ Date_________________________________

Preceptor ____________________________ Student/Intern _________________________________

- Please evaluate the student/intern on the following areas of performance
- Please circle the number corresponding to your rating

**Scale:**
1 – Very weak, needs more work
2 – weak, needs more work
3 – doing well, performing as expected for student/intern level
4 – above average, doing better than expected
5 – outstanding, doing much better than expected for level
N/A – not applicable to this rotation

- Add comments in each area for particularly strong or weak performance

### PROFESSIONALISM

<table>
<thead>
<tr>
<th>personal Skills</th>
<th>1</th>
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<tbody>
<tr>
<td>DI 2.12</td>
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<td>DI 2.12</td>
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**Responsibility**

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<tr>
<td>DI 2.12</td>
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**Communication**

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<tr>
<td>DI 2.14</td>
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<tr>
<td>DI 2.2</td>
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### Problem Solving

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<tr>
<td>DI 1.1, 1.3, 1.8, 4.6, 4.7, 4.9</td>
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### Effective Time Management

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<td>DI 2.12</td>
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<td>DI 3.4</td>
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### Resource Management

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### IMPLEMENTATION

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**Site Procedures**

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</tbody>
</table>
### Administrative Evaluation

#### Technical Skills
(demonstrates knowledge of)

<table>
<thead>
<tr>
<th>DI 3.6, 3.7</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procurement</td>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service, Distribution</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sanitation, Maintenance, Security</td>
<td></td>
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</tr>
<tr>
<td>Financial management</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Human resource management</td>
<td></td>
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</table>

#### Interpersonal Skills

<table>
<thead>
<tr>
<th>DI 2.8, 2.14</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriately assertive</td>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tactful, courteous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Shows respect for others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Earns respect for others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functions as team member</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assesses skills and attitudes of employees</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

#### Conceptual Skills

<table>
<thead>
<tr>
<th>DI 4.3</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sees “big picture” of foodservice system</td>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses systems approach to analyze situations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

#### Monitoring the System

<table>
<thead>
<tr>
<th>DI 3.4, 3.7, 4.5</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checks product/service quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in quality assurance measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate report forms (financial, personnel, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documents and reports significant observations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Self-Evaluation

<table>
<thead>
<tr>
<th>DI 2.13</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluates own strengths and weaknesses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accepts suggestions for improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

---

Please comment on the student/intern's overall performance:

**Strengths**

**Areas for further work**

---

Signatures:

Preceptor:______________________________  Student/Intern___________________________
<table>
<thead>
<tr>
<th>Speaker: ___________________________</th>
<th>Topic: ___________________________</th>
<th>Date: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRESENTATION EVALUATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Excellent (5)</strong></td>
<td><strong>Satisfactory (3)</strong></td>
<td><strong>Needs Improvement (1)</strong></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information was accurate; relevant;</td>
<td>Information was mostly accurate;</td>
<td>Content largely inaccurate,</td>
</tr>
<tr>
<td>organized</td>
<td>relevant; or organized</td>
<td>irrelevant, or unorganized</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Demonstration of Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thorough knowledge of subject</td>
<td>Knowledge of subject matter is</td>
<td>The expected depth of knowledge</td>
</tr>
<tr>
<td>matter is evident and all</td>
<td>mostly evident but additional depth</td>
<td>was not demonstrated or the</td>
</tr>
<tr>
<td>information was clearly</td>
<td>was needed; or portions not clearly</td>
<td>majority of the presentation</td>
</tr>
<tr>
<td>presented</td>
<td>presented</td>
<td>lacked clarity</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Presentation Style</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confident and enthusiastic; able</td>
<td>Could be more comfortable and</td>
<td>Lacks confidence or enthusiasm;</td>
</tr>
<tr>
<td>to engage audience; no</td>
<td>enthusiastic; or could be more</td>
<td>or not engaging; or excessive</td>
</tr>
<tr>
<td>annoying mannerisms</td>
<td>engaging with audience; or some</td>
<td>distracting mannerisms</td>
</tr>
<tr>
<td></td>
<td>annoying mannerisms</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Audience Contact</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes direct eye contact with</td>
<td>Additional eye contact needed; or</td>
<td>Very little eye contact; or relied</td>
</tr>
<tr>
<td>audience; minimal use of notes</td>
<td>read notes</td>
<td>heavily from notes</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rate, volume and inflection</td>
<td>Rate, volume and inflection</td>
<td>Rate, volume and inflection were</td>
</tr>
<tr>
<td>were effective throughout</td>
<td>were mostly effective</td>
<td>not effective or were distracting</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used clear diction; minimal</td>
<td>Could have used clearer diction;</td>
<td>Poor diction; or excessive filler</td>
</tr>
<tr>
<td>filler words; and professional</td>
<td>or fewer filler words; or more</td>
<td>words; or unprofessional language</td>
</tr>
<tr>
<td>language</td>
<td>professional language</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Professional Dress</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tailored clothing; hose or</td>
<td>Dressed nicely but not</td>
<td>Casual attire or extreme</td>
</tr>
<tr>
<td>stockings; collared shirt; jacket</td>
<td>professionally</td>
<td>appearance</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>PowerPoint/Visual Support</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slides were professional and</td>
<td>Some slides were distracting; or</td>
<td>Slides/animations were</td>
</tr>
<tr>
<td>enhanced presentation; No typo’s;</td>
<td>few typo’s; or had some material</td>
<td>distracting; or too many</td>
</tr>
<tr>
<td>information was presented, not just</td>
<td>that was not explained; or slides</td>
<td>slides were read; or too many</td>
</tr>
<tr>
<td>read</td>
<td>were read but not explained</td>
<td>typo’s; or often material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on slides was not explained</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Use of Time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time was well used; presentation</td>
<td>Could have used time more</td>
<td>Exceeded time limit; rushed</td>
</tr>
<tr>
<td>was comfortably given within time</td>
<td>effectively; some material was</td>
<td>through material; or spent too</td>
</tr>
<tr>
<td>limit</td>
<td>rushed or belabored</td>
<td>much time in one area and not</td>
</tr>
<tr>
<td></td>
<td></td>
<td>enough in another</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Response to Feedback &amp; questions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comfortable with questions;</td>
<td>Accepts questions and comments</td>
<td>Excessively nervous or unable to</td>
</tr>
<tr>
<td>answered questions completely and</td>
<td>but unable to completely answer</td>
<td>answer questions satisfactorily</td>
</tr>
<tr>
<td>positively</td>
<td>questions</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SCORE:** ________/50
**SHORT ROTATION EVALUATION**

*Use for Community, Renal, Leadership, and other rotations lasting three (3) weeks or less*

*Brigham Young University Dietetic Internship*

<table>
<thead>
<tr>
<th>Intern’s Name: ______________________________</th>
<th>Facility: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:______________________________________</td>
<td>Preceptor:____________________________</td>
</tr>
</tbody>
</table>

- Please evaluate the student/intern on the following areas of performance
- Please circle the number corresponding to your rating

**Scale:**
1 – Very weak, needs more work
2 – weak, needs more work
3 – doing well, performing as expected for student/intern level
4 – above average, doing better than expected
5 – outstanding, doing much better than expected for level
N/A – not applicable to this rotation

- Add comments in each area for particularly strong or weak performance

<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Di 2.12</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The intern demonstrated professional attributes such as flexibility, customer focus, time management, work prioritization, and work ethics.</td>
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<tr>
<td>Comments</td>
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<th>KNOWLEDGE</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Di 1.2, 2.1, 2.4, 2.6, 3.1a-d</td>
<td></td>
<td></td>
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<tr>
<td>The intern was adequately prepared and knowledgeable in subject matter.</td>
<td></td>
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<tr>
<td>Comments</td>
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</table>

<table>
<thead>
<tr>
<th>SELF DIRECTION &amp; INITIATIVE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Di 2.8, 2.9 3.4,</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The intern demonstrated active participation and initiative in rotation projects, activities, and experiences.</td>
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<td></td>
</tr>
<tr>
<td>Comments</td>
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</table>

<table>
<thead>
<tr>
<th>PROJECTS</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>Di 1.2, 2.3, 2.9, 3.4,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The intern completed and delivered projects as requested by preceptors.</td>
<td></td>
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<tr>
<td>Comments</td>
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<table>
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<tr>
<th>COMMUNICATION</th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Di 2.2, 2.5, 2.12, 2.13, 2.14,</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The intern maintains appropriate lines of verbal and written communication with preceptors, staff, and clients.</td>
<td></td>
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</tr>
<tr>
<td>Comments</td>
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<td></td>
</tr>
<tr>
<td>OVERALL PERFORMANCE</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>---------------------</td>
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</tr>
<tr>
<td>How did the intern rate overall in performance expectations for this rotation?</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Strengths

Areas for further work

Signatures:

Preceptor:______________________________  Student/Intern___________________________
# PROJECT EVALUATION FORM

*Use for Management, Leadership, and other projects*

**Brigham Young University Dietetic Internship**

Intern’s Name______________________________  Date__________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points Possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purpose</td>
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<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Procedure</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Results</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Conclusions or Recommendations</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Supporting Materials</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_________________  ___________
TOTAL  50
SUPERVISED PRACTICE SITE EVALUATION
Brigham Young University Dietetic Internship

*Interns complete for all rotation sites, form must be typed. The BYU Dietetic Internship program will send the completed site evaluation to preceptors.*

Site:_____________________________________
Dates of Assignment:_______________________
Name:___________________________________

Please circle/bold the most appropriate response to the following statements.

1. The orientation I received to the site (its policies, procedures, resources, etc.) was
   1. very poor
   2. poor
   3. adequate
   4. very good
   5. excellent

2. Because of my experience at this site, my knowledge increased
   1. very little
   2. somewhat
   3. moderately
   4. substantially
   5. dramatically

3. Because of my experience at this site, my skill improved
   1. very little
   2. somewhat
   3. moderately
   4. substantially
   5. dramatically

4. The training I received at this site helped me meet the objectives for this rotation
   1. very poorly
   2. poorly
   3. adequately
   4. very well
   5. exceptionally well

5. I understood my role and my responsibilities at this site
   1. almost never
   2. seldom
   3. sometimes
   4. frequently
   5. almost always
Rate the following characteristics of overall experience at this site.

Overall, my experience was:

1. very tense 1 2 3 4 5 very relaxed
2. very easy 1 2 3 4 5 very demanding
3. very unorganized 1 2 3 4 5 very organized
4. very boring 1 2 3 4 5 very stimulating
5. very irrelevant 1 2 3 4 5 very valuable
6. very frustrating 1 2 3 4 5 very enjoyable
7. very closely supervised 1 2 3 4 5 very loosely supervised

Comments:
INTERN ASSIGNMENTS

This section includes copies of intern assignments to be completed in conjunction with supervised practice rotations. Preceptors may find these assignments helpful as a guide to direct intern activities and teaching.
The following experiences and questions will help you draw information from your clinical experience.

1. Case Study: present an in-depth case study at a scheduled staff meeting (this will be the same patient used for the NDFS 638 oral and written case study).

2. Present an in-service lesson on some aspect of Medical Nutrition Therapy at a clinical meeting such as a staff meeting, medical resident’s meeting, team conference, etc. (This should be to a clinical audience outside of the department)

3. Complete a staff relief (functioning as the dietitian) rotation of 2-4 days during one of your clinical rotations.

4. If possible, schedule time during your rotation to do the following:

   Date completed

   _______ A. Spend 2 hours with the pharmacy department observing the mixing of nutritional support solutions.
   _______ B. Spend 2 hours observing surgery (thoracic or abdominal)
   _______ C. Spend 2 hours observing the dietitian in the Newborn Intensive Care Unit (if available)
   _______ D. Teach at least one outpatient class
   _______ E. Counsel at least 2 outpatient clients.
   _______ F. Go on rounds at least once (if available)

4. What are the institution’s policies regarding:

   A. Screening for Nutritional Risk (who does it, criteria, protocol for intervention)
   B. Nutritional Assessment (protocol)
   C. Nutrition Diagnosis (if being used)
   D. Outcome Measures/Monitoring Process (success measures, follow-up procedures)
   E. Protocols for specialized units (any variations from routine protocol)
   F. Charting Protocols (requirements, format, frequency, etc.)
   G. Discharge management and referrals
H. Ordering Nutritional Supplements

I. Reimbursement for nutrition services

J. Job descriptions for clerks, techs, and dietitians. How are these changing in response to changes in the health care system?

5. What aspects of the Nutrition Care Process and Model are being implemented in this facility?

4. How are food/drug interactions handled?

5. Besides “floor coverage”, what other services are offered by the clinical department?

6. What is the division of responsibility among the clinical dietitians? What multidisciplinary teams are they a part of?

7. How is QA accomplished?

8. Where does the clinical dietitian “fit” in the framework of the hospital system? How could this be improved?

9. How are clinical nutrition services being marketed? (Both to the patient/client and the other medical personnel.)

10. How does the chief clinical dietitian help the staff stay current and improve their performance? If there is no chief clinical dietitian, how are these issues handled?

11. How are computers utilized in clinical nutrition care?

12. Is the concept of Medical Nutrition Therapy being promoted? Other ideas on how it could be?
RENAL STUDY GUIDE
Complete during Renal Rotation
Brigham Young University Dietetic Internship

Name: ____________________________
Date: ____________________________
Facility: _________________________

1. List your individual objectives for this rotation.
2. How did you meet these objectives?
3. What is the role of the dietitian/professional in this facility/agency?
4. How is the dietitian’s role changing in this area of practice?
5. What changes has this facility/agency recently experienced or will experience soon? How does this impact the provision of nutrition/food services?
6. What areas of research are being investigated in this facility/agency? What possibilities do you see in research potential?
7. What types of education take place? What are the specific educational techniques you observed being utilized? Are there any improvements you would recommend?
8. How does this facility/agency integrate its services with other community/healthcare resources?
9. How are computers/technology utilized in this facility/agency?
10. How has legislation affected this facility/agency? Is there any pending legislation that will influence it?
11. (If applicable) What are the protocols regarding nutrition screening/assessment in this facility?
12. Is this facility/agency utilizing QA monitors? What are the major ones?
13. How are nutrition/food services being marketed?
14. How do the dietitians/professionals keep their knowledge base updated in this area of practice?
The Administrative Project will be part of the Management experience. It should include: Purpose, procedure, results, conclusions or recommendations, and supporting materials. The written Administrative Project will be part of the NDFS 637 grade (1 per team).

1. The Organization
   A. Examine the organization chart of the Foodservice/Dietetics Department. Has it changed in response to changes in health care? How?
   B. Become familiar with the job descriptions in the department. Are these changing in response to health care changes? How?
   C. How and when do the clinical and foodservice sections of the department interface?

2. Personnel
   A. Describe the orientation and training procedures in the department (participate if possible).
   B. Describe the performance appraisal method used at your facility (participate if possible).
   C. Calculate the absentee and turnover rates.
      \[
      \text{Absentee rate} = \frac{\text{Total absences in period}}{\text{Total FTE x workdays in period}}
      \]
      \[
      \text{Turnover rate} = \frac{\text{Total terminations in period x 100}}{\text{number employed in period}}
      \]

3. What financial reporting forms are used and who gathers data for the forms? Who interprets the data?

4. Become familiar with the policy and procedure manual(s).

5. Describe three clinical and three foodservice Q/A methods or monitors. Explain who performs the Q/A, what its purpose is, and how it contributes to quality of service.

6. What are the primary responsibilities of the clinical manager or chief clinical dietitian?
7. You may have the opportunity to meet with people in the following departments during your management rotation (you are required to see at least 4):

Date Seen

__________Accounting/Comptroller
__________Administration
__________Engineering
__________Materials Management
__________Nursing
__________Personnel/Human Resources
__________Quality Management
__________Risk Management

Among the items to learn from each person are:

A. Why do the department and the FS department interact?
B. With whom in FS department does this department interact most?
C. How do FS and this department communicate (reports, meetings, etc.)?
D. What expectations does this department have of FS department?
E. What expectations does FS have of this department?
F. What happens when conflicting needs arise?
G. What advice can you glean that will help you be an effective member of the hospital team.

8. What methods are used to market foodservices to other departments in the medical center?

9. Is there a master schedule for in-service training for the year? How are topics decided and who handles training?

10. What major projects/plans does the facility have for the next year? Next five years?

11. Types of Foodservice Systems

A. What type of foodservice system is used at your facility?
B. Why do you think this type of system was chosen?
C. If this facility were scheduled for total renovation, what type of foodservice system would you recommend? Why?

12. The Menu

A. What type of menu is used for patient foodservice? Customers?
B. How many modified diet menus are there?
C. Who is responsible for menu planning and how often are menus reviewed, revised?

13. Ingredient Control

A. How are recipes standardized at your facility?
B. Explain the ingredient control procedures used at your facility.
C. If the facility were scheduled for total renovation, would you recommend changes in the ingredient control mechanism? What physical changes would be made?
14. **Productivity**

Calculate the following productivity measures (show your work):

A. What constitutes an equivalent meal at this facility? What is the equivalent meal factor?

B. Meals per labor hour = \( \frac{\text{number of meals produced}}{\text{number of labor hours}} \)

C. Labor minutes per meal = \( \frac{60 \text{ minutes per hour}}{\text{meals per labor hour}} \)

D. Labor hours per 100 meals = \( \frac{\text{number of labor hours}}{\text{meals served}} / 100 \)

E. List and calculate other productivity measures used at this facility.

15. **Production Planning**

A. What method is used for production forecasting?

B. How is catering integrated into patient/cafeteria production?

16. **Purchasing**

A. Become familiar with the purchasing procedures at your facility. Is it formal or informal? Is there independent, central, or group purchasing?

17. **Receiving and Storage**

A. Observe the receiving process at your facility.

B. Describe storage and issuing at your facility.

C. What method(s) is/are used for inventory control?

D. Calculate inventory turnover rate

   \[ \text{Inventory turnover} = \frac{\text{Cost of goods sold}}{\text{Average inventory value}} \]

E. What is the inventory valuation method used at this facility?

18. **Distribution and Service**

A. What meal distribution system is used (equipment, timing, personnel)?

B. Who delivers meals to the patients?

C. Analyze customer and worker flow in the cafeteria.

19. **Sanitation/Safety**

A. How are food temperatures monitored?

B. How frequently is there an in-house inspection? How frequently does the health department inspect?

C. What methods are used to ensure food sanitation?

D. Where are fire extinguishers located and what type are they?
COMMUNITY AND EXTENDED CARE STUDY GUIDE

Complete a study guide for each of the following rotations: Aging, Health Department, School Food Service, WIC and Extended Care Rotations

Brigham Young University Dietetic Internship

Name: ___________________________ Rotation Dates: _______________________

Facility: ___________________________

1. List your individual objectives for this rotation.

2. How did you meet these objectives?

3. What is the role of the dietitian/professional in this facility/agency?

4. How is the dietitian’s role changing in this area of practice?

5. What changes has this facility/agency recently experienced or will experience soon? How does this impact the provision of nutrition/food services?

6. What areas of research are being investigated in this facility/agency? What possibilities do you see in research potential?

7. What types of education take place? What are the specific educational techniques you observed being utilized? Are there any improvements you would recommend?

8. How does this facility/agency integrate its services with other community/healthcare resources?

9. How are computers/technology utilized in this facility/agency?

10. How has legislation affected this facility/agency? Is there any pending legislation that will influence it?

11. What are the protocols regarding nutrition screening/assessment in this facility? (If applicable)

12. Is this facility/agency utilizing QA monitors? What are the major ones?

13. How are nutrition/food services being marketed?

14. How do the dietitians/professionals keep their knowledge base updated in this area of practice?
COMMUNITY PROJECT GUIDELINES

Complete during Health Department and School Nutrition Rotations
Brigham Young University Dietetic Internship

Elements of Project:

1. Needs Statement
   a. History/Background of Organization
   b. Needs/Problem Statement

2. Goal/Objectives
   a. (If applicable) List the Healthy People 2020 objective(s) that encompass the project
   b. Project Goal
   c. Project Objectives

3. Action Plan
   a. Be sure each objective is met through your plans
   b. Include a narrative describing how you proceeded to carry out your plans
   c. Describe education techniques/principles utilized; discuss their effectiveness
   d. Describe educational aids used; discuss their effectiveness
   e. (If applicable) Include lesson plans
   f. (If applicable) Describe the marketing techniques utilized
   g. Be sure to justify your “approach” taken

4. Evaluation techniques
   a. Be sure each objective is evaluated
   b. Include forms developed for evaluation
   c. Discuss validity of results

5. Summary
   a. Discuss outcome as compared to expectations
   b. Include a self-evaluation: what did you learn, what would you do differently, etc.

6. Supplementary Information
   a. Supporting materials, survey forms, handouts, etc.
   b. Describe other materials used that cannot be included
   c. Include the agency=s name, address, phone number, and name of the preceptor or contact person you worked with.

LEADERSHIP STUDY GUIDE
Complete during Leadership Rotation
Brigham Young University Dietetic Internship

Name:
Date:
Facility:

1. The Preceptor
   a. What is your preceptor’s job title?
   b. Describe the education and experience that qualify your preceptor for this position.
   c. Become familiar with your preceptor’s job description. What are his/her primary responsibilities?
   d. How does your preceptor conduct self-assessment for the purpose of improving performance?
   e. To what professional organizations does your preceptor belong? How do these assist him/her in job performance or personal growth?

2. The Organization
   a. Examine the organizational chart for the institution and the department. How many layers of management are there? Is this a tall or flat organizational structure?
   b. What are the Mission, Vision, and Goals for the institution and the department or unit? How are they congruent?
   c. Examine the institution and departmental strategic plans. How are they congruent? How does your preceptor participate in the planning and in the execution of the plans?
   d. How do your preceptor’s job description and duties relate to accomplishing the department and organization missions?

3. External Interpersonal Interactions
   Identify at least three people in other departments with whom your preceptor has regular professional interaction. Spend at least 15 minutes talking with each person.
   i. List the people by title and department
   ii. Among the items to learn from each person are:
      - Why do your preceptor and the individual interact?
      - How do your preceptor and this person communicate (reports, meetings, etc.)?
      - What expectations do your preceptor and the individual (and/or their respective departments) have of each other?
      - What happens when conflicting needs arise?
      - What advice can you glean that will help you be an effective member of a professional team?

4. Internal Interpersonal Interactions
   a. How many people report directly to your preceptor?
b. What levels of education and training do the direct reports have?
   
   i. If there are multiple levels of education and training among the direct reports, what impact does this have on expectations, communication, training, and other aspects of leadership?

c. How does your preceptor prefer interacting with others in his/her unit—face-to-face vs. electronically; verbally vs. in writing; frequently vs. infrequently; formally vs. informally; and so on.
   
   i. How does your preceptor’s “boss” prefer communicating?

d. One definition of leadership involves dealing with change. Describe a situation in the last year where your preceptor led or facilitated a change. What worked well and what would he/she do differently based on the outcome?

      - Another definition of leadership involves influence. How does your preceptor view his/her role in influencing others toward a goal? How does he/she consciously use influence?

5. Transformational Leadership
   
   You have studied the theory of transformational leadership and its four key aspects:
   
   • Idealized Influence (attributed and behavior)
   • Inspirational motivation
   • Intellectual stimulation
   • Individualized consideration

   Discuss the key components in relation to your observations of and discussions with your preceptor throughout your rotation. Give specific examples.

6. Annotated Bibliography and Executive Summary
   
   The following list identifies a number of aspects of leadership and management:

   | Collaboration | Policy development |
   | Communication | Problem solving |
   | Delegation | Program assessment |
   | Emotional intelligence | Quality management |
   | Informatics | Resource management |
   | Innovation and change | Self-management |
   | Motivation | Strategic planning |
   | Negotiation | Teamwork |
   | Outcome assessment | Vision |

   Discuss with your preceptor an area of leadership (listed above or something different) on which he or she would like an update. Do a thorough literature review of the topic and prepare an annotated bibliography, using ADA citation style, and a brief executive summary of your findings. Discuss your report with your preceptor, give him/her the report, and include a copy with your worksheet.
7. Project
   a. Early in your rotation work with your preceptor to identify a project that involves at least four of the aspects of leadership/management listed above.
      i. Identify objectives (with your preceptor)
      ii. Outline a plan to achieve the objectives, then review with preceptor
      iii. Determine resources you need to achieve the objectives
      iv. Carry out the project

Prepare a project report according to guidelines in the syllabus and give both a written and oral report to the preceptor
The End