

Preceptor Handbook

2020-2021

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



Thank You

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

**Brigham Young University
Dietetic Internship**

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GENERAL SCHEDULE

The next pages show the general schedule for BYU interns to help you get a feel for rotation areas

General Internship Rotation Schedule

The following shows a general schedule of one academic year for the interns. The interns are placed into three groups of three. All dates for rotations are subject to change.

Interns are to contact preceptors at least 2-weeks in advance of rotation to determine when and where to meet the first day

Summer Term Rotations (Mid-June to Aug) Break for 4th July week. Dates change each year.

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
Group 1	Community							
Group 2	Class & Project or Off							
Group 3	Class & Project or Off							

Summer term rotations days are Monday through Thursday

Fall Semester Rotations (Late Aug to Dec). Break week is for Thanksgiving.

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16	Wk 17
Group 1	Class & Project													Break	Class Project	Pen Court	Finals
Group 2	Clinical					Community		Management: Pen Court					Break	Pen Court		Finals	
Group 3	Management: Pen Court								Community		Clinical			Break	Clinical		Finals

Fall semester -- Pen Court rotation days are Monday to Friday; all other rotation days are Tuesday to Friday. Week of Thanksgiving, no rotation for interns Nov 23-27.

Winter Semester Rotations (Jan to April).

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16
Group 1	Management: Pen Court								Clinical				Leadership			
Group 2	Clinical McKay						Leadership			Management: Large Scale				Community		
Group 3	Clinical PCH						Community			Management: Large Scale				Leadership		

Winter semester rotation days are Monday to Thursday. No rotations on Martin Luther King Holiday or President's Day Holiday.

Spring Term Rotations (May to Mid-June) Break for 4th July week. Dates change each year.

	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7
Group 1	Clinical						
Group 2	Class & Project						
Group 3	Class & Project						

Spring term rotations days are Monday through Thursday.

INTERN PRIOR EXPERIENCE & TRAINING

Prior to coming to you, the interns have completed a bachelor's degree in dietetics. Depending on the timing of their rotation, they may have completed supervised practice in clinical, food service management, or community areas. The next pages give a brief overview of supervised practice and a summary of completed dietetics coursework.

Supervised Practice Overview

The BYU DI provides over 1,200 hours of supervised practice in various areas.

Clinical (~400 hours)

The Clinical experience occurs in two main segments. During the fall semester the interns complete a rotation at a Utah County medical center. This experience includes a variety of areas such as medical, surgical, oncology, pediatrics, orthopedics, cardiac, diabetes, psych, and critical care.

The second clinical experience takes place in winter semester in a major hospital usually in Salt Lake or Ogden. In addition to strengthening skills gained in the first clinical rotation, the second experience may include pediatrics, burns, nutrition support, bone marrow transplant, newborn intensive care, rehabilitation, and other advanced clinical topics.

Management (~400 hours)

The management experience occurs in two main segments. During one semester, the interns work in the Nutrition, Dietetics, and Food Science Food Production Management Lab (FPML) at BYU and in another semester complete a management rotation in large food service establishment.

In the BYU FPML rotation, each intern functions as the manager of a subsystem in the lab. Interns participate in menu planning, procurement, production, staffing, scheduling, marketing, cost monitoring, quality assurance, and productivity measures.

In the largescale food service management rotation, interns are involved in administrative activities and management projects, learning about financial management, personnel selection, training, personnel management, and evaluation of food service systems. They participate and view the enormity of food service management in large operations.

Community and Wellness (~200 hours)

The community experience exposes the intern to a variety of populations and agencies. Interns may experience any of the following: WIC, health department, aging services, child nutrition program, corporate/community wellness, correction facilities, or other community agencies or facilities.

Leadership Concentration and Professionalism (~130 hours)

The leadership concentration focuses on the ability to analyze current leadership issues in dietetics practice, assess transformational leadership skills, and teach leadership topics. Interns select the three-week leadership rotation from a variety of practice settings, including clinical, foodservice systems, community, and business. In addition to the leadership rotations, intern complete professional activities such as attendance at professional meetings, engagement in public policy issues, and creating an online professional portfolio.

Research (~160 hours)

Interns complete a graduate project with a faculty member on a variety of topics. The project includes a written/oral project proposal and final project written/oral report.

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.
- Fourteen weeks (5 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, & controlling functions of managers applied to dietetics.
- Principles of human resource management.
- Performance appraisal.
- Theories of management/leadership and motivation.

Community Nutrition

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

Medical Nutrition Therapy (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

Essentials of Human Nutrition, Nutrient Metabolism, and Nutritional Biochemistry

- Normal nutrition, from very basic to advanced nutrition biochemistry at the cellular level

Nutrition in the Lifecycle

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

Nutrition Education and Counseling

- Establishing learning objectives, concepts, and lesson plans
- Utilization of a variety of teaching methods
- Behavior change theories and application
- 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 various disease states
- HIV AIDS, thermal injury, high risk pregnancy, pediatric diseases, inborn errors of metabolism
- Budgeting, cost/benefit analysis
- Menu engineering, pricing
- Food and Nutrition service department set-up

Nutrition Assessment Lab

Skills and techniques in the following:

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

In addition to the courses taken prior to the internship, interns enroll in four graduate courses between August and April of the first year in the program:

- NDFS 621 Clinical Practice in Dietetics
- NDFS 622 Food Service Management Practice in Dietetics
- 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 I, Clinical II, Community, Large-scale Management, and Leadership & Professionalism.

Overall Tips for Preceptors

Orientation

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

- Establish ground rules
- Define expectations
- 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

Experiential Learning Model

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 Experiential Learning Model as outlined below.

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

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

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

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

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

Generalize. The intern generalizes from the experience and relates it to their work. The intern focuses on what was learned from the experience. Example: the intern connects what they learned in undergraduate courses with completed the experience.

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

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 even days, can be split between types of activity if something noteworthy occurs.

Evaluations

Evaluation of Interns by Preceptors. A very important part of the intern’s learning comes from thoughtful and honest evaluations. Provide informal feedback throughout the rotation and complete a formal evaluation at the end of the rotation. You can access evaluation forms in the “Evaluation Section” of this handbook and online at <http://ndfs.byu.edu/MSDI> under the “Preceptor Information” tile. Interns will provide preceptors with the evaluation form prior to the evaluation. BYU faculty may ask to be present for the evaluations.

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 at the end of each semester. A copy of the “Site Evaluation” is in the “Evaluation Section” of this handbook.

Obtaining CEUs for Being a Preceptor

Preceptors can receive CPEUs for working with students/interns. The activity category is 190: Professional Leadership and Precepting.

Number of CPEUs

You may record 3 CPEUs per year for the precepting and/or leadership activity type on your Activity Log. The maximum amount in a five year cycle is 15 CPEUs. The number of CPEUs awarded is based on the contact hours with students/interns.

1-25 Contact Hours	1 CPEU
26-50 Contact Hours	2 CPEUs
51 and greater Contact Hours	3 CPEUs

Confirmation of Hours

To obtain preceptor CPEUs you will need to complete and retain the “Preceptor Confirmation and Self-Reflection Form.” The form must be signed and dated by the Dietetic Internship Program director and is used as your certificate of completion.

If you are interested in obtaining CPEUs for precepting, please contact Pauline Williams the BYU Dietetic Internship Director at pauline_williams@byu.edu or 801-422-4876 to obtain forms and certificate of completion.

CDR Online Dietetic Preceptor Training Course and CPEUs

The Commission on Dietetic Registration (CDR) offers an Online Dietetics Preceptor Training. The modules are FREE and good for a total of eight (8) CPEUs. You can access the course [here](#). The training is available in segments.

- Modules 1 & 2 Preceptorship: What it Means and How to Plan as a Preceptor 2 CPEUs
- Modules 3 & 4: Student Learning Methods and Strategies 3 CPEUs
- Modules 5, 6, & 7 Develop Professional Skills: Communication, Time Management, and Staying Current 3 CPEUs

Clinical I Rotation Guidelines

Clinical I Overview

Purpose: The purpose of the clinical rotation is for the interns to gain experience in and exposure to the various areas of nutrition care in a hospital. It is NOT expected that the interns will gain entry-level competence or do staff relief during this rotation. However, they should be able to complete assessments, prepare nutrition care plans, provide education, and document care in the medical record.

Tips for Clinical I 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 the patient care team, dietitians, technicians, or 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?
- How can I model various activities such as assessments, diet instructions, charting, physician interaction, etc. so the intern can perform the activity?

Clinical I Activities

Interns have a list of items they should do, observe, or participate in during the rotation. Each of these activities prepares the intern for competencies needed for an entry-level dietitian. The table below shows the activity list interns are given. The list will help guide you as a preceptor and teacher to assure interns develop needed competencies. As a preceptor you are not limited to activities/experiences in the table, please use your clinical skills and judgement in working with the intern. As competency develops, increase the intern’s workload and assign tasks that are more complex.

Clinical I Evaluations

- Provide ongoing formative evaluation through the rotation.
 - Ongoing feedback is important for interns to understand what they are doing well and what they need to improve.
 - Interns should have an opportunity to make improvements throughout the rotation according to feedback.
- Complete a **formal final evaluation form** after the “main” rotation (i.e. the area where the intern spends the most time) if the intern moves from RDN to RDN. If the intern stays with one RDN do the final evaluation at the end of the rotation. Review the evaluation with the intern.
 - Nothing should come as a surprise on the final evaluation if ongoing evaluations are completed.
 - The clinical evaluation form is found in the evaluation section of this handbook
 - Interns should provide preceptors with a copy of the evaluation form.
 - Both the intern and preceptor should sign the evaluation.

Clinical I Application complete during rotation (check when completed)

Onsite Application Activity Complete these activities onsite during your rotation	CRD competency	Check at completion
Day to Day Patient Care		
Follow all organizational policies and procedures. Review and follow facility protocols for patient assessment (i.e. timing of screen, assessment, etc.)	1.2, 2.1, 3.1	<input type="checkbox"/>
Follow HIPPA guidelines and perform according to the Academy Code of Ethics	2.1	<input type="checkbox"/>
Use electronic health records and other informatics systems to obtain data for the nutrition care process and document nutrition care	4.4	<input type="checkbox"/>
Complete the nutrition care process (assessment, diagnosis, intervention, monitoring and evaluation) for a variety of diseases and ages	3.1	<input type="checkbox"/>
Collect and use appropriate data to assess patient's nutrition status (i.e. lab values, nutrition focused physical assessment, anthropometrics, clinical status/disease/condition, medications, food and nutrition intake, client history)	3.1, 3.2	<input type="checkbox"/>
Determine nutrient needs (calorie, protein, etc.) for patients/clients	1.6, 3.1	<input type="checkbox"/>
Determine nutrition problem from assessment and document in PES format	1.6, 3.1	<input type="checkbox"/>
Analyze possible interventions (e.g. education, nutrition support, therapeutic diet, referral, etc.) Implement intervention based on patient assessment and problem	1.6, 3.1, 4.10	
Use effective education and counseling skills	2.11, 3.3, 3.6, 3.8	<input type="checkbox"/>
Evaluate menus/diet used at facility and utilize specialized therapeutic diets correctly in nutrition interventions. Ideas for evaluation include: <ul style="list-style-type: none"> • Interview residents regarding satisfaction with meals and understanding of therapeutic diets • Discuss menus with preceptor or other staff. Ask how menus are reviewed, who makes decisions regarding menus, how input obtained, how often menus are change, what consideration must be made in designing menus. 	1.1, 1.6, 3.1, 3.10	<input type="checkbox"/>

Onsite Application Activity	CRD competency	Check at completion
Complete these activities onsite during your rotation		
Coordinate nutrition care with diet techs or other support personnel (i.e. ordering special diets, supplements, completing screening, etc.)	2.5, 2.10	<input type="checkbox"/>
Interact with residents/patients/caregivers. The interaction may include any of the following: nutrition education (individual or class), discussion of food/nutrition needs (i.e. patient meals, allergies, likes, etc.), interview for part of nutrition screen or assessment, or other as appropriate.	2.10, 2.11, 3.3, 3.8	<input type="checkbox"/>
Familiarize yourself with the roles, responsibilities and relationship of dietitians with other healthcare professionals (i.e. physician, nurse, pharmacist, social worker, speech pathologist, physical therapist, etc.)	2.4, 2.6	<input type="checkbox"/>
Communicate with a variety of professionals (e.g. team meetings, rounds, discussions)	2.2, 2.3, 2.8, 2.10, 2.11	
Monitor and evaluate nutrition outcomes in patient follow-up (labs, anthropometrics, understanding or education, tolerance to TF, etc.)	1.6, 3.1	<input type="checkbox"/>
Document patient care, monitoring, and evaluation using facility protocol and informatics systems.	3.1	<input type="checkbox"/>
Identify a patient for a clinical case study. Collect needed information to complete written and oral case study.	See case study	<input type="checkbox"/>
Other activities identified/requested by preceptor. List below and identify the competency area to the right.		<input type="checkbox"/>
Weekly Reports		
Keep an activity report for each week of the clinical rotation (report form on learning management system). Submit a report at the end of the rotation in learning management system.	2.10, 4.5	

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Clinical II Rotation Guidelines

Clinical II 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.

Clinical II 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. This is a sample only, please use a schedule that fits your facility.

Week	Area
	Alter the schedule as facilities needs direct
1	<ul style="list-style-type: none">• Orientation to your position and responsibilities. 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	<ul style="list-style-type: none">• Clinical floor or area
3	<ul style="list-style-type: none">• Clinical floor or area• Complete Mid-point Evaluations• Visit or observe other disciplines
4	<ul style="list-style-type: none">• Visit specialty area such as nutrition support, outpatient, NICU, etc. if not already seen• Visit or observe other disciplines
5	<ul style="list-style-type: none">• Start staff relief• Visit outpatient or other clinical specialties if not already seen,
6	<ul style="list-style-type: none">• 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, increased the intern's workload and add tasks that are more complex assigned.

Clinical II Activities

Interns have a list of items they should do, observe, or participate in during the rotation. Each of these activities prepares the intern for competencies needed for an entry-level dietitian. The table below shows the activity list interns are given. The list will help guide you as a preceptor and teacher to assure interns develop needed competencies. As a preceptor you are not limited to activities/experiences in the table, please use your clinical skills and judgement in working with the intern.

Clinical II Evaluations

- Provide ongoing formative evaluation through the rotation.
 - Ongoing feedback is important for interns to understand what they are doing well and what they need to improve.
 - Interns should have an opportunity to make improvements throughout the rotation according to feedback.
- Complete a mid-evaluation form with the intern
- Complete a **formal final evaluation form** and review with the intern.
 - Nothing should come as a surprise on the final evaluation if ongoing evaluations are completed.
- The mid and final clinical evaluation forms are found in the evaluation section of this handbook
 - Interns should provide preceptors with a copy of the evaluation form.
 - Both the intern and preceptor should sign the evaluation.

Clinical II Application complete during rotation (check when completed)

Onsite Application Activity	CRD competency	Check at completion
Day to Day Patient Care		
Follow all organizational policies and procedures. Review or discuss with preceptor any regulations, statutes, or rules to which the facility must comply (i.e. Joint Commission, CMS, etc.)	2.1, 2.14, 4.10	<input type="checkbox"/>
Follow HIPPA guidelines and perform according to the Academy Code of Ethics	2.1, 4.10	<input type="checkbox"/>
Review and follow facility protocols for patient assessment (i.e. timing of screen, assessment, etc.)	1.2, 3.1	<input type="checkbox"/>
Use electronic health records and other informatics systems to obtain data for the nutrition care process and document nutrition care	4.4	<input type="checkbox"/>
Collect and use appropriate data to assess patient's nutrition status (i.e. lab values, nutrition focused physical assessment, anthropometrics, clinical status/disease/condition, medications, food and nutrition intake, client history)	3.1, 3.2	<input type="checkbox"/>
Determine nutrient needs (calorie, protein, etc.) for patients/clients; Use correct equations and comparative standards for specific disease/condition	1.6, 3.1	<input type="checkbox"/>
Determine nutrition problem from assessment and document in PES format	1.6, 3.1	<input type="checkbox"/>
Apply evidenced based guidelines in education, counseling, nutrition support, and other nutrition interventions. (i.e. use the Academy Evidenced based library, Facility specific guidelines, ASPEN guidelines, etc.)	1.2, 1.4, 1.6, 4.10	<input type="checkbox"/>
Review facility formulary (tube feed products); make appropriate enteral recommendations for patients	1.6, 3.1, 4.10	<input type="checkbox"/>
Make appropriate parenteral recommendations for patients working within the parameters of the hospital (i.e. nutrition support teams)	1.6, 3.1, 4.10	<input type="checkbox"/>
Review special/therapeutic menus/diet used at facility and utilize therapeutic diets correctly in nutrition interventions.	1.6, 3.1, 3.10, 4.10	<input type="checkbox"/>

Onsite Application Activity	CRD competency	Check at completion
Assign duties to diet techs or other support personnel (i.e. ordering special diets, supplements, completing screening, etc.) according to facility guidelines and policies	2.5, 2.15	<input type="checkbox"/>
Interact with patients/caregivers -- this could be an interview for part of nutrition screen or assessment, education or counseling or other as appropriate.	2.11, 3.3, 3.8	<input type="checkbox"/>
Provide counseling and education for patients, clients, and as needed their families/caregivers using appropriate counseling techniques. (Can be individual or group)	1.6, 2.11, 3.6	<input type="checkbox"/>
Review current educational materials (handouts, poster, displays, etc.) provided for patients or staff education. Per preceptor need/request, update current materials or develop new materials (optional).	2.2, 3.5	<input type="checkbox"/>
Participate in interprofessional team meetings, rounds, discussions, or other activities.	2.3, 2.4, 2.6, 2.7, 2.8, 2.11	<input type="checkbox"/>
Demonstrate appropriate interaction and negotiation skills when working with other healthcare professionals.	2.8, 2.11	<input type="checkbox"/>
Discuss referral process at facility with preceptor (i.e. referral to SLP, PT, OT, SW, etc.) Provide and document referrals as appropriate. Determine need for post discharge support services (i.e. home health, long-term care.)	1.6, 2.4, 2.6	<input type="checkbox"/>
Identify measurable outcomes resulting from nutrition interventions and monitor and evaluate these outcomes in patient follow-up (labs, anthropometrics, understanding or education, tolerance to TF, etc.)	1.6, 3.1	<input type="checkbox"/>
Document patient care, monitoring, and evaluation using facility protocol and informatics systems.	3.1	<input type="checkbox"/>
Other activities identified/requested by preceptor. List below and identify the competency area to the right.		<input type="checkbox"/>
Questions and Discussions with Preceptor and/or Clinical Nutrition Manager		
Learn about the billing and coding process of the facility. Some ideas include: <ul style="list-style-type: none"> Interview someone in the billing department Discuss billing/coding with preceptor or clinical nutrition manager Questions to ask: How are nutrition services paid for? Are nutrition services part of a bundled charge or billed separately? Are tube feedings charged differently than regular meals? What type of insurance do most residents/patients have? Does the facility offer charity care? 	2.14, 4.9	<input type="checkbox"/>

Onsite Application Activity	CRD competency	Check at completion
Learn about “privileging” for dietitian at the facility. Example can the RDN order oral supplements or specialized diets, can the RDN order labs, can the RDN place tube feeds, can the RDN do a swallowing screen, etc.	1.3, 2.1, 2.10, 2.14	<input type="checkbox"/>
Determine how clinical dietitian workload is distributed. How is productivity measured? How is the resource of RDN time used effectively?	3.9	<input type="checkbox"/>
Identify how the clinical nutrition department assesses quality. Are there formal quality assessment projects? How do dietitians show competency? What areas is the department working to improve?	1.1, 1.3, 1.6, 4.10	<input type="checkbox"/>
Discuss with preceptor how he or she stays current in the field and/or specialty area. Ask how they use the Commission on Dietetic Registration (CDR) professional portfolio to set goals and maintain CE credits.	2.13	<input type="checkbox"/>
Case Study and Staff Relief		
Complete and present a case study at the facility to dietitians and others as appropriate. Have all professionals present evaluate the case study presentation using the oral presentation form found in the Learning Management System. Note you will use this same case for NDFS 638. Indicate date case study presented: Indicate case study topic:	1.2, 1.3, 1.4, 1.6, 3.1, 3.3, 3.4, 3.5, 4.4, 4.10	<input type="checkbox"/>
Complete a staff relief (functioning as the dietitian) for 2 or more days during your clinical rotation.	All above competencies	<input type="checkbox"/>

Largescale Management Rotation Guidelines

Largescale Management Overview

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

Tips for Largescale 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 will 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?

Largescale Management Activities

Interns have a list of items they should do, observe, or participate in during the rotation. Each of these activities prepares the intern for competencies needed for an entry-level dietitian. The table below shows the activity list interns are given. The list will help guide you as a preceptor and teacher to assure interns develop needed competencies. As a preceptor you are not limited to activities/experiences in the table, please use your skills and judgement in working with the intern.

Largescale Management Evaluations

- Provide ongoing formative evaluation through the rotation.
 - Ongoing feedback is important for interns to understand what they are doing well and what they need to improve.
 - Interns should have an opportunity to make improvements throughout the rotation according to feedback.
- Complete a **formal final evaluation form** and review with the intern.
 - Nothing should come as a surprise on the final evaluation if ongoing evaluations are completed.
- The final management evaluation form is found in the evaluation section of this handbook
 - Interns should provide preceptors with a copy of the evaluation form.
 - Both the intern and preceptor should sign the evaluation.

Largescale Management Onsite Application Activities

Onsite Application Activity	CRD competency	Check at completion
Day to Day Activities		
The Organization		
Examine the organizational chart of the Food and Nutrition, Food Services, or Dining Services Department. (Note: departments are called many things.) Determine how the department fits into the organization as a whole and how the department is organized.	2.4	<input type="checkbox"/>
Become familiar with job descriptions in the department. Learn how the department uses job descriptions in hiring, training, and professional development. Update or write a job description if needed.	4.1	<input type="checkbox"/>
Interact with other professionals in the organization. (i.e. finance/accounting, administration, engineering, materials management, nursing, human resources, risk management, quality management, etc.)	2.3, 2.4, 2.7, 2.8, 2.10,	<input type="checkbox"/>
Participate in customer service activities (i.e. speaking with customers, analyzing customer surveys, observing interactions of staff with customers)	3.3	<input type="checkbox"/>
Human Resources		
Participate in the hiring process if possible (i.e. job posting, interview, selection, onboarding, etc.). Review policies related to job posting, interviews, onboarding, probation periods, etc.	2.7, 2.8, 2.10, 4.1, 4.10	<input type="checkbox"/>
Present an in-service, orientation, or other training. Two interns may present the training together. Review policies related to orientation, and training. Ideas for in-service: <ul style="list-style-type: none"> • Effective communication • Teamwork • Common diets and modifications • Accreditation 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 	1.6, 2.1, 2.2, 2.11, 3.4, 3.5, 3.6, 3.8, 4.1	<input type="checkbox"/>

Onsite Application Activity	CRD competency	Check at completion
<ul style="list-style-type: none"> • Portion control • Department quality initiatives • Any topic your preceptor needs 		
Learn how/if the department tracks and uses absentee and turnover rate information.	1.1, 4.1, 4.3,	<input type="checkbox"/>
<p>Discuss any employee incentive programs with preceptor. Things to ask:</p> <ul style="list-style-type: none"> • Is there an employee incentive program? • Is the program effective in retaining employees? • Is there a concern in the department with turnover? • What is the estimated cost of hiring and training a new employee? 	4.1, 4.10	<input type="checkbox"/>
Assist in development of staff schedule. Review any scheduling policies and procedures.	1.6, 4.1	<input type="checkbox"/>
Participate in the performance appraisal/review system. If unable to participate, discuss the system with your preceptor. Review policies related to performance review.	2.8, 4.1	<input type="checkbox"/>
Financial Control		
<p>Review current budget and budget planning process at facility. Review policies related to budgetary processes. Some question to ask</p> <ul style="list-style-type: none"> • What are the current issues regarding budget? • What is the budget cycle? (calendar year, fiscal year) • How are FTEs calculated and allocated? • What are policies related to employee consumption of food? Leftovers? • What controls are in place to reduce theft • What major plans does the facility have for the next year, next 5 years, next 10 years? How will these affect the budget? 	1.6, 2.1, 4.5, 4.7, 4.10	<input type="checkbox"/>
<p>Analyze financial data and make a plan based on analysis. Some ideas of things to analyze/calculate</p> <ul style="list-style-type: none"> • Labor cost per meal • Food item cost • Food cost percentage • Menu item and cost percentage • Cook from scratch vs purchased prepared cost 	1.3, 1.6, 2.8, 4.1, 4.4, 4.5, 4.7	<input type="checkbox"/>

Onsite Application Activity	CRD competency	Check at completion
<ul style="list-style-type: none"> • Selling price of menu items • Inventory turnover • New equipment • New product or service (i.e. salad bar, cooking classes) 		
Procurement Receiving and Storage		
Participate in the procurement process at the facility. Things to ask/learn: <ul style="list-style-type: none"> • Is there independent, central, or group purchasing? • Are there informatics systems that forecast ordering? • How is food forecasting done? • What is done to reduce waste? • What is done with leftover food? • How often are purchase orders completed? 	3.9, 4.1, 4.7	<input type="checkbox"/>
Assist/observe in receiving; analyze for inventory control	3.9, 4.2, 4.4, 4.10	<input type="checkbox"/>
Observe/review storage and issuing process; analyze for inventory control	3.9, 4.2, 4.4, 4.5, 4.10	<input type="checkbox"/>
Quality Assurance and Improvement (QA/QI)		
Review the department's QA/QI methods and monitors. Determine who performs the QA/QI monitors and how data is shared	1.1, 1.3, 4.3, 4.5, 4.10	<input type="checkbox"/>
Participate in QA/QI monitor. (i.e. analyze quality data and make a plan.) Some ideas of things to analyze and interpret <ul style="list-style-type: none"> • Food temperatures • Taste testing • Food waste studies • Customer satisfaction • Customer traffic patterns • Equipment maintenance 	1.1, 1.3, 1.5, 1.6, 4.3, 4.5, 4.10	<input type="checkbox"/>

Onsite Application Activity	CRD competency	Check at completion
<ul style="list-style-type: none"> Employee hand washing Work area design/flow Compliance with cleaning schedule Inventory rotation (FIFO) Compliance with diet orders Employee knowledge of safety (fire extinguishers, eye-wash, burns, ergonomics, etc.) Any quality measure the department already does 		
Foodservice System		
Become familiar with the foodservice system at the facility. Some questions to think through/ask. <ul style="list-style-type: none"> What type of system is used? Are there different systems for different operations within the facility? Why was this type of system chosen? Are there plans to change the system? 	3.9, 4.2	<input type="checkbox"/>
Evaluate environmental issues impacting the foodservice operation. Things to discuss or experience. <ul style="list-style-type: none"> Water usage (i.e. does the dish machine recycle water) Disposables vs china dishware Biodegradable disposables The use of reusable mugs Recycling Composting Energy use (i.e. is equipment energy efficient) Cleaning supplies and chemicals Solid waste management 	4.6	<input type="checkbox"/>
Menus		
Review and become familiar with menus used for patients/clients/customers. Determine the number of modified/specialty menus.	3.7, 3.9, 3.10	<input type="checkbox"/>
Analyze modified/specialty menus for nutrient content or review previously conducted analysis	3.7, 3.10, 4.4	<input type="checkbox"/>
Observe/participate in the distribution of meal/food to patients/clients/customers	3.9	<input type="checkbox"/>

Onsite Application Activity	CRD competency	Check at completion
Review menus used for outside customers (i.e. cafeteria or catering in a hospital OR catering special events at other large facilities)	3.7, 3.9, 3.10	<input type="checkbox"/>
Participate in the menu planning, review, or revision process if able. If not able to participate visit with preceptor about the menu planning process, who is involved, when reviews take place, etc.	1.6, 3.7, 3.10	<input type="checkbox"/>
Participate in new item testing (can be new recipes or new prepared products), consider feasibility of product on menu(s)	4.5, 4.7	<input type="checkbox"/>
Become familiar with menu pricing strategies	4.5, 4.7	<input type="checkbox"/>
Learn how recipes are standardized and how consistency of ingredients and quality is maintained.	3.10, 4.5, 4.6	<input type="checkbox"/>
Safety and Sanitation		
Participate in monitoring of food temperatures	1.1, 4.2	<input type="checkbox"/>
Participate in an in-house inspection. Ideas for items to review: <ul style="list-style-type: none"> • Food items stored under sanitary conditions, dates marked • Storage at proper temperatures (refrigerators, freezer temperatures) • Processes in place to prevent cross-contamination • Ice made, stored, and dispensed without contamination • Non-food stored separately from food • Adequate space for cleaning and sanitizing dishes, pots, pans • Ventilation prevents condensation of moisture • All work surfaces are cleaned and sanitized • Employees wash hands when needed • Appropriate gloves, hair covering, beard coverings are used • Traffic through kitchen and prep areas is controlled • Garbage is removed quickly • No issues with insects or rodents • Cleaning supplies are properly labeled; employees know how to access MSDS information • Employees know how to use fire extinguishers • Employees know what to do in case of cuts, burns, or other mishaps 	1.6, 4.2, 4.10	<input type="checkbox"/>

Onsite Application Activity	CRD competency	Check at completion
Find the fire extinguishers in the facility and determine the type of extinguisher	4.2	<input type="checkbox"/>
Review the disaster/emergency plan	4.2, 4.10	<input type="checkbox"/>
Project		
<p>Complete a management project under the direction of your preceptor. The project can be one large project or a number of smaller projects. Two interns may do the project(s) together.</p> <p>Some examples of past management projects include:</p> <ul style="list-style-type: none"> • New Diabetes (or other special diet) Menu Featuring Carbohydrate (or other) Information • New Diabetes (or other special diet) Education Program • Employee Training Manual • Recipe Standardization, Costing, and In-service Training • Product/recipe standardization and pricing • New Entrees or menu items • New specialized product evaluation • Choosing a Service System for the facility (i.e. room service, re-therm, etc.) • Calorie Count Procedures • Nutrition analysis of menu items (i.e. over all nutrients, allergies, etc.) • Employee Safety Fair • Formulary Handbook Creation or Updates • Food Allergy Controls • Ingredient searches – i.e. Gluten-free foods • Emergency Preparedness preparation and training • Texture Modifications – recipes/guidelines • National Nutrition Month activities • Hand washing – monitoring/training <p>Note: You may present (oral and written) the project in NDFS 637 and/or NDFS 620R, so keep track of projects.</p>	<p>The CRDNs will vary here are possibilities</p> <p>1.1, 1.3, 1.5, 1.6, 2.2, 2.3, 2.4 2.7, 2.8, 2.10, 3.3, 3.7, 3.8, 4.3, 4.7, 4.8, 4.10</p>	<p>List the CRDNs connected to your project(s) here.</p>

Community Rotation Guidelines

(Health Department, School Nutrition, WIC, Head Start, Correctional Facilities, Community organizations)

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.

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

Interns have a list of items they should do, observe, or participate in during the rotation. Each of these activities prepares the intern for competencies needed for an entry-level dietitian. The table below shows the activity list interns are given. The list will help guide you as a preceptor and teacher to assure interns develop needed competencies. As a preceptor you are not limited to activities/experiences in the table, please use your clinical skills and judgement in working with the intern. The list is divided into community categories (state health, WIC, school nutrition, other) find the area related to your work for the list of activities.

Community Evaluation

- Complete a **final evaluation form** and review with the intern.
 - Use the general rotation evaluation form which is found in the evaluation section of this handbook
 - Interns should provide preceptors with a copy of the evaluation form.
 - Both the intern and preceptor should sign the evaluation.
 - A BYU faculty member may request to be present at the evaluation

Community Onsite Application Activities

Onsite Application Activities	CRDN competency	Check at completion
State WIC and/or State Department of Health EPICC Programs		
Establish individual Objectives for the rotation (what do you want to be able to do when finished?)	2.2, 2.12	<input type="checkbox"/> .
Discuss, with preceptor, how agency /facility fits into the larger network of services within the city, county, state. Things to review may include: <ul style="list-style-type: none"> Organizational charts, where authority lies Policies and procedures Mission, vision, values, goals Long-term/Strategic planning Budgeting process 	2.4, 2.6, 2.9,	<input type="checkbox"/> .
Participate in interdisciplinary interactions (team meetings, conference calls, coalition meetings, trainings, etc.)	2.3, 2.4, 2.8, 2.10,	<input type="checkbox"/> .
Learn how any rules, regulations, or legislation affects the organization.	2.14, 4.10	<input type="checkbox"/> .
Participate in an ongoing or new community project/program and apply sound research to develop/refine/review the project. There may be one large project or several small projects. Preceptors will assign projects per facility needs. Listed below are some ideas, but actual projects are determined by preceptor: <p>Communication</p> <ul style="list-style-type: none"> Update and/or design website or website content Create or update lesson plans for community programs and trainings Design training on cultural food habits of populations commonly served by organization Develop media (television, radio, twitter, blogs, Facebook, etc.) for program promotion Develop and educational “aid” (handout, newsletter article, bulletin board, etc.) Compile information on community resources for nutrition and health 	The CRDNs will vary here are possibilities 2.2, 2.3, 2.9, 2.10, 2.11, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.4	<input type="checkbox"/> As CRDNs vary, list the CRDNs connected to your project(s) here.

Onsite Application Activities	CRDN competency	Check at completion
<p>Training and Development</p> <ul style="list-style-type: none"> • Update policies, procedures, or staff training materials • Develop and present staff training • Review the facility disaster plan, assess if facility is meeting the plan (i.e. stock levels, employee notification, etc.) • Create a disaster plan <p>Quality Improvement and Research</p> <ul style="list-style-type: none"> • Analyze data for program outcomes, revisions, or research • Conduct a quality improvement project • Assess program compliance with federal and state rules and regulations • Conduct a literature review for a specific population and concern (i.e. consumption of vegetables and cancer, rates of breastfeeding in low-income populations, physical activity in school-aged children) • Analyze availability, cost, and quality of foods in various geographic areas • Assist in writing a grant application or participate in reviewing grant applications <p>Rules, Regulations, Public Policy</p> <ul style="list-style-type: none"> • Develop and/or assess organization procedures and practices related to reducing waste and protecting the environment. • Read or write comments on proposed nutrition-related regulations (i.e. in federal register) • Track a bill related to function and purposes of the organization 	<p>1.6, 2.7, 2.11, 3.3, 3.4, 3.5, 4.1, 4.4, 4.8</p> <p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.2, 4.5, 4.7, 4.10</p> <p>1.3, 1.6, 2.1, 2.4, 2.7, 2.9, 2.14, 4.6</p>	
<p>Discuss with preceptor how he or she stays current in the field and/or specialty area.</p> <p>Ask how they use the Commission on Dietetic Registration (CDR) professional portfolio to set goals and maintain CE credits.</p>	2.13	<input type="checkbox"/>

Onsite Application Activities	CRDN competency	Check at completion
School Nutrition and Headstart		
Establish individual Objectives for the rotation (what do you want to be able to do when finished?)	2.2, 2.12	<input type="checkbox"/> .
Review and understand eligibility rules and benefits for food assistance program	2.1, 2.14	<input type="checkbox"/>
Discuss, with preceptor, how agency /facility fits into the larger network of services within school district. Things to review may include: <ul style="list-style-type: none"> Organizational charts, where authority lies Policies and procedures Mission, vision, values, goals Long-term/Strategic planning 	2.4, 2.6, 2.9	<input type="checkbox"/> .
Analyze/review financial data and budget related to school nutrition program. Review items such as <ul style="list-style-type: none"> Food costs Labor Free and Reduced lunch/breakfast Number of participants in program 	1.6, 4.7, 4.8, 4.10	<input type="checkbox"/> .
Participate in and understand various components of school nutrition programs. Listed below are activity ideas. Your preceptor will select activities, which may or may not be on this list. <p>Rules and Regulations</p> <ul style="list-style-type: none"> Develop an employee training session related to the National School Lunch Program regulations Perform a nutrient analysis of new or existing menus, summarize the analysis, compare to USDA requirements for reimbursement, adjust menu if needed Review menus for special nutrition or medical therapy needs, make adjustment to meet needs of students on modified diets Review procedures for application processing of free and reduced meals, summarize the process with a flow chart to show steps of process <p>Promotions</p> <ul style="list-style-type: none"> Participate in the Healthier US School Challenge program by enrolling school in program or applying for an award of distinction Organize a national school breakfast or lunch week event or other promotional event 	The CRDNs will vary here are possibilities 1.6. 2.1, 2.11, 3.1, 3.4, 3.7, 3.10, 4.7 2.2, 2.3, 2.4, 2.7, 2.8, 2.9, 2.10, 2.11, 3.3, 3.4, 3.5,	<input type="checkbox"/> List the CRDNs connected to your activities here.

Onsite Application Activities	CRDN competency	Check at completion
<ul style="list-style-type: none"> Plan a school nutrition employee week, using techniques for motivating and recognizing employees Assist in planning a menu for school breakfast or lunch, including a review of constraints (budget, labor, and equipment), and a production schedule. Develop media (television, radio, twitter, blogs, Facebook, etc.) for program promotion Organize a food product evaluation activity with students and/or employees Develop a holiday or other special themed menu event with marketing <p>Distribution, Safety, Sanitation</p> <ul style="list-style-type: none"> Identify any modifications need within the food distribution system (i.e. signage, arrangement of food on line, congestion, customer flow, etc.) Monitor food safety and sanitation procedures during production, identify any modifications or training needed to assure food safety. Update policies, procedures, or staff training materials Review the HACCP program and implementation Develop and/or assess organization procedures and practices related to reducing waste and protecting the environment. <p>Budget, Finance</p> <ul style="list-style-type: none"> Study the financial and nutritional impact of competitive foods (vending, school stores, etc.) on the school nutrition programs Study financial data analyzing food costs, labor cost, meal per labor hour, etc. review findings with preceptor Develop a proposal to justify the funding for equipment, a program, more employees, etc. Conduct plate waste studies Review facility design, equipment, and flow using flow charts and diagrams, make recommendations for improving flow. Conduct an inventory valuation Prepare staffing schedule including review of production needs, labor restrictions (FT/PT/FTE), etc. Review vendor contracts (specifications, catalogs, price sheets, etc.) 	<p>3.6, 3.7, 3.8, 3.10, 4.8</p> <p>1.6, 3.7, 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.10</p> <p>1.1, 1.3, 1.6, 2.1, 2.7, 2.8, 3.9, 4.2, 4.4, 4.7</p>	

Onsite Application Activities	CRDN competency	Check at completion
Education <ul style="list-style-type: none"> Develop and present a nutrition education lesson in a classroom, to a sport team, or other school group Review/evaluate the school or district wellness plan. Implement an initiative related to the wellness plan. 	1.2, 1.4, 1.6, 2.1, 2.2, 2.11, 3.4, 3.5, 3.6, 3.7, 3.8, 4.4	
Other <ul style="list-style-type: none"> Review the facility disaster plan, assess if facility is meeting the plan (i.e. stock levels, employee notification, etc.) Create a disaster plan if no plan exists Conduct a quality improvement project Write a grant 	1.1, 1.3, 1.6, 2.2, 2.3, 2.4, 2.7, 2.8, 2.9, 2.10, 4.2, 4.3, 4.7, 4.8, 4.10	
Discuss with preceptor how he or she stays current in the field and/or specialty area. Ask how they use the Commission on Dietetic Registration (CDR) professional portfolio to set goals and maintain CE credits.	2.13	<input type="checkbox"/>
Local WIC		
Establish individual Objectives for the rotation (what do you want to be able to do when finished?)	2.2, 2.12	<input type="checkbox"/> .
Review and understand eligibility rules and benefits for food assistance program. Participate in eligibility processing.	2.1	<input type="checkbox"/> .
Assign tasks/activities to support personnel (i.e. anthropometric measures, eligibility forms, etc.)	2.5	<input type="checkbox"/> .
Review the WIC Authorized Food Lists and discuss how any changes have affected the agency	1.6, 2.1, 2.14	<input type="checkbox"/> .
Understand the organization, review an organizational chart, and determine where RDNs fit. Discuss how organization interacts with other community organizations.	2.4, 2.6, 2.9	<input type="checkbox"/> .
Complete screening/assessment for WIC client	1.3, 1.4 1.6, 3.1	<input type="checkbox"/>
Access and store client data using informatics systems	4.4	
Participate in education and counseling of WIC client(se) (individual and/or group)	2.6, 3.1, 3.3, 3.6, 3.7, 3.8	<input type="checkbox"/>

Onsite Application Activities	CRDN competency	Check at completion
Participate in staff training (if conducted during rotation time). If not held during rotation write "NA" in the checkbox column.	2.3, 2.4, 2.6, 2.11, 3.3, 3.4, 3.5, 4.1	<input type="checkbox"/> .
Make appropriate client referrals	2.4	<input type="checkbox"/> .
Other Community Rotations (sites vary)		
Discuss, with preceptor, how agency /facility fits into the larger network of services. Things to review may include: <ul style="list-style-type: none"> • Organizational charts, where authority lies • Policies and procedures • Mission, vision, values, goals • Long-term/Strategic planning • Budgeting process 	2.4, 2.6, 2.9,	<input type="checkbox"/> .
Participate in interdisciplinary interactions (team meetings, conference calls, coalition meetings, trainings, etc.)	2.3, 2.4, 2.8, 2.10,	<input type="checkbox"/> .
Learn how any rules, regulations, or legislation affect the organization.	2.14, 4.10	<input type="checkbox"/> .
Interact appropriately with customers/clients/patrons	3.3, 3.8	<input type="checkbox"/> .
Participate in any ongoing or new project and/or programs. Apply sound research and best practices to develop/refine/review the project and/or program.	The CRDNs will vary by project program.	<input type="checkbox"/> List the CRDNs connected to your activities here.
Perform duties and activities as assigned by preceptor	The CRDNs will vary	<input type="checkbox"/> List the CRDNs connected to your activities here.
Discuss with preceptor how he or she stays current in the field and/or specialty area. Ask how they use the Commission on Dietetic Registration (CDR) professional portfolio to set goals and maintain CE credits.	2.13	<input type="checkbox"/>

Onsite Application Activities	CRDN competency	Check at completion
Nutrition Education		
Prepare at least two lesson plans for a nutrition education event(s) using appropriate objectives, domains of learning for target audience, learning activities, and timing. Submit lesson plans in Learning Management System. Examples: <ul style="list-style-type: none"> Wellness class lesson plan(s) ServSafe lesson plan(s) Lesson for other facilities, organizations (i.e. school district, WIC, etc.) 	1.2, 1.4, 1.6, 2.11, 3.4, 3.5	<input type="checkbox"/>
Develop and present at least two lessons/workshops to a group. This can include wellness, ServSafe and/or teaching in other rotations. Note: Faculty, wellness staff, and/or preceptor will observe you as you present and teach	2.6, 2.8, 2.11, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.8	<input type="checkbox"/>
Show respect when answering client/group questions; answer using science-based information	1.2, 1.4, 3.8	<input type="checkbox"/>
Create at least two visual aids to accompany teaching (handout, slides, posters, bulletin board, food display, etc.) Submit Visual Aid in Learning Management System.	1.2, 2.2, 3.3, 3.7	<input type="checkbox"/>
Demonstrate appropriate counseling techniques and behavior theories to facilitate behavior change	2.6, 2.8, 3.3, 3.6	<input type="checkbox"/>
Evaluate learning using appropriate evaluation methods and techniques	1.1, 1.5, 1.6, 2.11, 3.4	<input type="checkbox"/>

Leadership Rotation Guidelines

Leadership Overview

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

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?
- To what professional organizations do I belong?
- What is my leadership style and role?
- What are the mission, vision, values, and goals for my organization/department?
- How do I influence others in achieving goals?
- How do I conduct of self-assessment to improve performance?
- How do I prefer to communicate/interact with others?

Leadership Activities

Interns have a list of items they should do, observe, or participate in during the rotation. Each of these activities prepares the intern for competencies needed for an entry-level dietitian. The table below shows the activity list interns are given. The list will help guide you as a preceptor and teacher to assure interns develop needed competencies. As a preceptor you are not limited to activities/experiences in the table, please use your skills and judgement in working with the intern.

Leadership Evaluation

Complete a **final evaluation form** and review with the intern.

- Use the short rotation evaluation form which is found in the evaluation section of this handbook
- Interns should provide preceptors with a copy of the evaluation form.
- Both the intern and preceptor should sign the evaluation.

Leadership Onsite Application and Activities

Onsite Application and Activities	CRDN competency	Check at completion
<p style="text-align: center;">Leadership Rotation</p> <p>Leadership activities will vary greatly as each preceptor has a different job and specialty area. Thus, the activities in this document are general. One intern may be doing day-to-day management activities, another business activities, another marketing activities, another clinical activities, etc. The guided reflection form will help you connect the day-to-day work of your preceptor to leadership. You will be participating in both the normal routine of your preceptor's work (clinical, management, community, etc.) and reflecting on how your preceptor is a leader in their field and realm of influence.</p>		
Complete the Leadership Guided Reflection document. Use the questions to help you connect your preceptor's leadership style to his/her day to day work. The document has specific activities you will need to complete (i.e. review preceptor job description, interact with people your preceptor works with, etc.) Upload to Learning Management System.	1.3, 2.1, 2.3, 2.4, 2.7, 2.9, 2.10, 2.11, 2.12, 2.13, 4.1, LDI 5.2	<input type="checkbox"/>
Complete a project under the direction of your preceptor. (See instructions in Learning Management System)	CRDNs will vary	<input type="checkbox"/>
Discuss "Leadership" with your preceptor. Explore how they show leadership skills in their role and what leadership means to them.	2.7, 2.10, LDI 5.2	<input type="checkbox"/>
Discuss with preceptor how he or she stays current in the field and/or specialty area. How does he/she use the Commission on Dietetic Registration (CDR) professional portfolio to set goals and maintain CE credits?	2.13	<input type="checkbox"/>

Leadership Experience Guided Reflection

Intern Name:

BRIGHAM YOUNG UNIVERSITY
Dietetic Internship
NDFS 620R

Preceptor:

Preceptor

1. What is your preceptor's job title?

2. Describe the education and experience that qualify your preceptor for this position. (CRDN 2.1, 4.1)

3. Become familiar with your preceptor's job description. What are his/her primary responsibilities? (CRDN 1.3, 2.1, 4.1)

4. How does your preceptor conduct self-assessment for the purpose of improving performance? (CRDN 2.12, 2.13, LDI 5.2)

5. To what professional organizations does your preceptor belong? How do these assist him/her in job performance or personal growth? If your preceptor doesn't belong to any professional organization what impact do you think this has on their work and leadership abilities? (CRDN 2.9, LDI 5.2)

6. How does your preceptor identify his/her leadership style? How do you identify your preceptor's leadership style? (CRDN 2.7, 2.10, LDI 5.2)

The Organization

1. Examine the organizational chart for the institution and the department. How many layers of management are there? Give a brief description of the organizational chart (you can put it in graphic form if you like) (CRDN 2.3, 4.1)

2. What are the Mission, Vision, Values, and Goals for the institution and the department or unit? How are they congruent between the institution and the department? (CRDN 2.7, 2.10, 4.1)

3. 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? (CRD 2.7, 2.10, 4.1, LDI 5.2)

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4. How do your preceptor's job description and duties relate to accomplishing the department and organization missions? (CRDN 2.7, 2.10, 4.1, LD 5.2)

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External Interpersonal Interactions (CRDN 2.3, 2.4, 2.10, 2.11, LDI 5.2)

Identify at least three people in other departments or organizations with whom your preceptor has regular professional interaction. Visit or work with each person. Note: the number may be higher or lower than three as your preceptor determines. Complete the table below.

- List the people by title and department
- Some things to learn from each person:
 - Why do your preceptor and the individual interact?
 - How do your preceptor and this person communicate (reports, meetings, informal contact, 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?

Title and Department	What did you learn from this person? A few sentence response is fine.
Person #1	
Person #2	
Person #3	
Add more rows as needed	

Internal Interpersonal Interactions (CRDN 2.3, 2.4, 2.10, 2.11, LDI 5.2)

1. How many people (if any) report directly to your preceptor?

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2. What levels of education and training do the direct reports have? (if applicable)
 - a. 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?

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3. How does your preceptor prefer interacting with others in his/her organization—face-to-face vs electronically; verbally vs in writing; frequently vs infrequently; formally vs informally; and so on?

4. Spend some time with a person to whom the preceptor interacts internally and ask some of the questions you ask external people (see above). Give a brief summary.

5. How does the internal contact prefer communicating?

Leadership Characteristic/Definitions (CRD 2.7, 2.10, LDI 5.2)

1. 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?

2. 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?

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COMPETENCIES AND LEARNING OUTCOMES

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) has established competencies and learning outcomes for dietetic interns. A copy of the competencies and learning outcomes are on the following pages.

The internship as a whole allows interns to meet all competencies. Each rotation adds to the intern's competency as they experience real world situations.

Dietetic Internship Core Competencies for the RDN 2017 Accreditation Council for Education in Nutrition and Dietetics (ACEND)

Interns complete the following competencies during supervised practice and course work.

1. Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice

- CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.
- CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature.
- CRDN 1.3 Justify programs, products, services, and care using appropriate evidence or data.
- CRDN 1.4 Evaluate emerging research for application in nutrition and dietetics practice.
- CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures, and data analysis.
- CRDN 1.6 Incorporate critical-thinking skills in overall practice.

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

- CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.
- CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.
- CRDN 2.3 Demonstrate active participation, teamwork and contribution in group settings.
- CRDN 2.4 Function as a member of interprofessional teams.
- CRDN 2.5 Assign duties to NDTRs and/or support personnel as appropriate.
- CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
- CRDN 2.7 Apply leadership skills to achieve desired outcomes.
- CRDN 2.8 Demonstrate negotiation skills.
- CRDN 2.9 Participate in professional and community organizations.
- CRDN 2.10 Demonstrate professional attributes in all areas of practice.
- CRDN 2.11 Show cultural competence/sensitivity in interactions with clients, colleagues and staff.
- CRDN 2.12 Perform self-assessment and develop goals for self-improvement throughout the program.
- CRDN 2.13 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
- CRDN 2.14 Demonstrate advocacy on local, state or national legislative and regulatory issues of policies impacting the nutrition and dietetics profession.
- CRDN 2.15 Practice and/or role play mentoring and precepting others.

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

- CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups, and populations of differing ages and health status, in a variety of settings.
- CRDN 3.2 Conduct nutrition focused physical exams.
- CRDN 3.3 Demonstrate effective communication skills for clinical and customer services in a variety of formats and settings.
- CRDN 3.4 Design, implement and evaluate presentations to a target audience.
- CRDN 3.5 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
- CRDN 3.6 Use effective education materials that are culturally and age appropriate and designed for the literacy level of the audience.
- CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
- CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends.
- CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services demonstrating and promoting responsible use of resources.
- CRDN 3.10 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

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

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

5. BYU DI Concentration Area: Leadership

- LDI 5.1 Demonstrate ability to locate, evaluate, and analyze current literature related to leadership issues in dietetics practice.
- LDI 5.2 Analyze application of Transformational Leadership components utilized/exhibited by preceptors and other dietetic professionals.
- LDI 5.3 Demonstrate ability to teach leadership development topics.

EVALUATION FORMS

This section contains copies of evaluation forms for rotations as well as and oral presentation evaluation form for case studies or other oral presentations. Interns will provide preceptors with a hard copy of the evaluation forms. Tips for completing evaluations are in the “Preceptor Guideline” section.

A copy of the “site evaluation form” interns complete is in this section.

CLINICAL EVALUATION

Brigham Young University Dietetic Internship

Facility _____ Date _____

Preceptor _____ Student/Intern _____

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

- Scale: 1 – Needs guidance greater than 50% of time
 2 – Needs guidance less than 50% of time
 3 – Needs no guidance, but still supervision
 4 – Needs no supervision, able to practice independently and consistently
 N/A – not applicable to this rotation

Add comments in each area for particularly strong or weak performance

PROFESSIONALISM		1	2	3	4	N/A
CRDN 2.10	Appropriate dress and grooming	Comments				
CRDN 2.10	Attitude of learning and willingness to work					
CRDN 2.3, 2.10	Appropriate interaction with patients/clients/staff					
RESPONSIBILITY		1	2	3	4	N/A
CRDN 2.10	Punctual with appropriate tools	Comments				
CRDN 2.10	Follows through with responsibilities					
CRDN 2.10, 4.10	Accepts consequences of actions					
CRDN 2.12	Able to set and accomplish objectives					
CRDN 2.12	Able to evaluate own strengths and weaknesses					
TIME MANAGEMENT		1	2	3	4	N/A
CRDN 2.10	Sets priorities	Comments				
CRDN 2.10	Handles increasing work load					
RESOURCE MANAGEMENT		1	2	3	4	N/A
CRDN 1.2, 1.3, 1.4, 2.1	Uses references materials; current techniques	Comments				
CRDN 4.4	Uses electronic medical records and other informatics systems to obtain, store, and share nutrition information					
CRDN 1.2, 1.3, 1.6, 3.1, 4.10	Able to justify/support decisions with correct information					
CRDN 2.1, 2.10, 4.10	Consults with preceptor/instructor; acts within level of competence					
CRDN 1.2, 1.3, 1.4, 2.4, 3.1	Has and uses adequate knowledge base					
NCP: ASSESSMENT, MONITORING, EVALUATION		1	2	3	4	N/A
CRDN 2.5, 3.1	Completes or assigns screening procedures; assigns duties to DTR/support personnel appropriately.	Comments				
CRDN 3.1, 3.2, 4.10	Correctly assesses, monitors, evaluates the following: <ul style="list-style-type: none"> History nutrition, personal, medical, family, social Food and nutrient intake, access to food Medications, supplements Pt/client knowledge, belief, attitude, behaviors towards nutrition related concepts Anthropometric measurements, Biochemical data, medical test, procedures Nutrition focused physical findings (wasting, suck/swallow, etc.) 					

CRDN 3.1	Compares nutrient and growth needs to standards (energy, pro, fluid, growth, etc.). Accurate needs calculations					
NCP: DIAGNOSIS		1	2	3	4	N/A
CRDN 3.1	Identify and label nutrition problems, etiology, and signs and symptoms	Comments				
NCP: INTERVENTION		1	2	3	4	N/A
CRDN 1.6, 3.1	Able to interpret data collected	Comments				
CRDN 3.1	Accurate diet/oral supplement/ calorie count calculations					
CRDN 3.1, 4.10	Checks work for errors					
CRDN 3.1	Appropriate, accurate nutrition support recommendations					
CRDN 2.10, 3.1, 3.4, 3.5, 3.6, 3.8	Appropriate, accurate, complete instructional/counseling materials and methods					
CRDN 3.1, 3.5, 3.6	Appropriate teaching level for pt/family understanding; family involvement					
CRDN 3.1	Evaluates, pt/client's level of understanding, motivation					
CRDN 2.6, 3.1, 2.10	Establishes, coordinates, implements follow up care short and/or long-term					
CRDN 2.3, 2.4, 2.6, 2.8, 3.1	Appropriate involvement and coordination with health care for nutrition interventions					
CRDN 4.9	Identifies the process of coding/billing of dietetics/nutrition services					
COMMUNICATION		1	2	3	4	N/A
CRDN 2.2, 2.3, 3.3	Uses proper channels of communication; Appropriate written and oral communication	Comments				
CRDN 2.10, 3.3	Listens actively					
CRDN 2.1	Maintains confidentiality					
CRDN 2.11	Culturally sensitive					
CRDN 2.3, 2.4, 2.5, 2.8	Active participation in team conferences; negotiates nutrition care					
CRDN 1.4, 3.8	Utilizes current research in formal presentations to professionals and interactions with pt/clients					
OVERALL PERFORMANCE		1	2	3	4	

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

Strengths

Areas for further work

Signatures:

Preceptor: _____

Student/Intern _____

DIETETIC INTERNSHIP ROTATION MID-EVALUATION

Facility _____ Date _____

Preceptor _____ Student/Intern _____

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

- 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

Add comments for particularly strong or weak performance

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

List/describe any areas in which the intern needs to improve to complete the rotation at the level expected for students.

Signatures:

Preceptor: _____

Student/Intern _____

FOODSERVICE MANAGEMENT EVALUATION

Brigham Young University Dietetic Internship

Facility _____ Date _____

Preceptor _____ Student/Intern _____

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

- Scale: 1 – Needs guidance greater than 50% of time
 2 – Needs guidance less than 50% of time
 3 – Needs no guidance, but still supervision
 4 – Needs no supervision, able to practice independently and consistently
 N/A – not applicable to this rotation

Add comments in each area for particularly strong or weak performance

PROFESSIONALISM						
Personal Skills		1	2	3	4	N/A
CRDN 2.10	Appropriate dress and grooming	Comments				
CRDN 2.10	Attitude of learning and willingness to work					
CRDN 2.10	Appropriate interaction with patients/clients/staff					
Responsibility		1	2	3	4	N/A
CRDN 2.10	Punctual with appropriate tools	Comments				
CRDN 2.10	Follows through with responsibilities					
CRDN 2.10	Accepts consequences of actions					
Communication		1	2	3	4	N/A
CRDN 2.10, 3.3	Uses proper channels of communication	Comments				
CRDN 2.10, 3.3	Listens actively					
CRDN 2.2, 3.3	Appropriate written and oral communication					
CRDN 1.5, 2.1, 2.10	Maintains confidentiality					
CRDN 2.10, 2.11, 3.10	Culturally sensitive					
Problem Solving		1	2	3	4	N/A
CRDN 2.10, 2.12,	Able to set and accomplish objectives	Comments				
CRDN 1.1, 1.3, 1.5, 4.4, 4.5, 4.8, 4.7	Gathers pertinent data					
CRDN 4.5, 4.8	Analyzes and compares data and alternatives					
CRDN 1.2, 1.3, 1.5, 1.6, 2.8, 4.4, 4.8	Justifies/supports decisions with correct information					
CRDN 2.10	Appropriately takes initiative when solving problems					
Effective Time Management		1	2	3	4	N/A
CRDN 2.10	Sets priorities	Comments				
CRDN 2.10	Handles increasing work load					
CRDN 2.10	Organizes to accomplish tasks					
Resource Management		1	2	3	4	N/A
CRDN 1.1, 1.2, 2.1	Uses references materials; current techniques	Comments				
CRDN 4.4	Appropriately uses information technology to retrieve, store, and disseminate information or data					
CRDN 4.6	Promotes sustainable use of resources to reduce waste and protect environment					
CRDN 1.6, 2.1, 2.3, 2.10	Consults with preceptor/instructor or management team; acts within level of competence					
CRDN 1.2, 1.3	Has and uses adequate knowledge base					

IMPLEMENTATION						
Site Procedures		1	2	3	4	N/A
CRDN 2.1, 4.1	Reviews policies and procedures	Comments				
CRDN 2.7, 2.10	Shows flexibility within facility constraints					
Technical Skills (demonstrates knowledge of)		1	2	3	4	N/A
CRDN 3.9, 3.10	Procurement	Comments				
CRDN 3.9, 3.10	Production					
CRDN 3.9, 3.10, 4.3	Service, Distribution					
CRDN 4.2	Sanitation, Maintenance, Security					
CRDN 4.5, 4.7	Financial management					
CRDN 3.6, 4.1	Human resource management					
Interpersonal Skills		1	2	3	4	N/A
CRDN 2.7, 2.8, 2.10,	Appropriately assertive	Comments				
CRDN 2.8, 2.10	Tactful, courteous					
CRDN 2.8, 2.10	Shows respect for others					
CRDN 2.7, 2.8, 2.10,	Earns respect for others					
CRDN 2.3, 2.8, 2.10	Functions as team member					
CRDN 2.7, 4.1	Assesses skills and attitudes of employees					
Conceptual Skills		1	2	3	4	N/A
CRDN 2.7	Sees "big picture" of foodservice system	Comments				
CRDN 1.1, 1.3, 1.6	Uses systems approach to analyze situations					
Project(s)		1	2	3	4	N/A
CRDN 2.3, 2.10	Completes and delivers projects as requested by preceptors.	Comments				
EVALUATION						
Monitoring the System		1	2	3	4	N/A
CRDN 4.5	Checks product/service quality	Comments				
CRDN 1.6, 4.4	Participates in quality improvement measures					
CRDN 4.1, 4.5, 4.7, 4.8	Uses appropriate report forms (financial, personnel, etc.)					
CRDN 4.10	Documents and reports significant observations					
Self-Evaluation		1	2	3	4	N/A
CRDN 2.10, 2.12	Evaluates own strengths and weaknesses	Comments				
CRDN 2.10, 2.12	Accepts suggestions for improvement					
OVERALL PERFORMANCE		1	2	3	4	5

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

Strengths

Areas for further work

Signatures:

Preceptor: _____

Student/Intern _____

GENERAL ROTATION EVALUATION*Use for rotations lasting three (3) weeks or less***Brigham Young University Dietetic Internship**

Facility _____ Date _____

Preceptor _____ Student/Intern _____

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

- Scale: 1 – Needs guidance greater than 50% of time
 2 – Needs guidance less than 50% of time
 3 – Needs no guidance, but still supervision
 4 – Needs no supervision, able to practice independently and consistently
 N/A – not applicable to this rotation

Add comments in each area for particularly strong or weak performance

PROFESSIONALISM		1	2	3	4	N/A
CRDN 2.10	The intern demonstrated professional attributes such as flexibility, customer focus, time management, work prioritization, and work ethics.	Comments				
KNOWLEDGE		1	2	3	4	N/A
CRDN 1.2, 1.4, 1.6, 2.1, 3.1,	The intern was adequately prepared and knowledgeable in subject matter.	Comments				
SELF DIRECTION & INITIATIVE		1	2	3	4	N/A
CRDN 2.3, 2.9, 2.10	The intern demonstrated active participation and initiative in rotation projects, activities, and experiences.	Comments				
PROJECTS		1	2	3	4	N/A
CRDN 1.2, 1.5, 2.9, 2.10, 3.7, 3.9	The intern completed and delivered projects as requested by preceptors.	Comments				
COMMUNICATION		1	2	3	4	N/A
CRDN 2.2, 2.3, 2.4, 2.8, 2.10, 2.11, 3.3	The intern maintains appropriate lines of verbal and written communication with preceptors, staff, and clients.	Comments				

OVERALL PERFORMANCE	1	2	3	4	N/A
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How did the intern rate overall in performance expectations for this rotation?

Strengths

Areas for further work

Signatures:

Preceptor: _____

Student/Intern _____

Presentation Evaluation

Speaker: _____ Topic: _____ Date: _____

	Excellent 10 (A grade)	Satisfactory 7 (B grade)	Needs Improvement 4 (C grade)	Points	Comments
Content	Information was accurate; relevant; and organized	Information was mostly accurate; relevant; or organized	Content largely inaccurate, irrelevant, or unorganized		
Demonstration of Knowledge	Thorough knowledge of subject matter is evident and all information was clearly presented	Knowledge of subject matter is mostly evident but additional depth was needed; or portions not clearly presented	The expected depth of knowledge was not demonstrated or the majority of the presentation lacked clarity		
	Excellent 5 (A grade)	Satisfactory 3 (B grade)	Needs Improvement 1 (C grade)		Comments
Presentation Style	Confident and enthusiastic; able to engage audience; no annoying mannerisms; Makes direct eye contact with audience; minimal use of notes	Could be more comfortable and enthusiastic; or could be more engaging with audience; or some annoying mannerisms; Additional eye contact needed; or read notes	Lacks confidence or enthusiasm; or not engaging; or excessive distracting mannerisms; Very little eye contact; or relied heavily from notes		
Voice and Language	Rate, volume and inflection were effective throughout; Clear diction; minimal filler words; and professional language	Rate, volume and inflection were mostly effective; Could have used clearer diction; or fewer filler words; or more professional language	Rate, volume and inflection were not effective or were distracting; Poor diction; or excessive filler words; or unprofessional language		
Professional Dress	Tailored clothing; tie for men; collar on jacket or shirt; third layer i.e. jacket, cardigan, etc.	Dressed nicely but not professionally	Casual attire or extreme appearance		
PowerPoint/ Visual Support	Slides were professional, enhanced presentation; information was presented, not just read	Some slides were distracting; or had some material that was not explained; or slides were read but not explained	Slides/animations were distracting; or too many slides were read; or often material on slides was not explained		
Use of Time	Time was well used; presentation was comfortably given within time limit	Could have used time more effectively; some material was rushed or belabored	Exceeded time limit; rushed through material; or spent too much time in one area and not enough in another		
Response to Feedback & questions	Comfortable with questions; answered questions completely and positively	Accepts questions and comments but unable to completely answer questions	Excessively nervous or unable to answer questions satisfactorily		

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 Rotation: _____

Intern Name: _____

Please bold the most appropriate response to the following statements.

1. The orientation I received to the site (overview of facility, policies, procedures, resources, etc.) was

- ☐ very poor
- ☐ poor
- ☐ adequate
- ☐ very good
- ☐ excellent

2. Because of my experience at this site, my knowledge increased

- ☐ very little
- ☐ somewhat
- ☐ moderately
- ☐ substantially
- ☐ dramatically

3. Because of my experience at this site, my skill improved

- ☐ very little
- ☐ somewhat
- ☐ moderately
- ☐ substantially
- ☐ dramatically

4. The training I received at this site helped me meet the objectives for this rotation

- ☐ very poorly
- ☐ poorly
- ☐ adequately
- ☐ very well
- ☐ exceptionally well

5. I understood my role and my responsibilities at this site

- ☐ almost never
- ☐ seldom
- ☐ sometimes
- ☐ frequently
- ☐ almost always

Rate the following characteristics of overall experience at this site. Bold response

Overall, my experience was:

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

Comments: (Interns must make at least one substantive comment)

The End