

# SOUTHERN ILLINOIS UNIVERSITY

## Combined Master's Degree in Community Nutrition & Dietetic Internship Program

Student/Intern  
Handbook

2013/2014

FOOD & NUTRITION PROGRAM  
DEPARTMENT OF ANIMAL SCIENCE, FOOD & NUTRITION  
COLLEGE OF AGRICULTURAL SCIENCES  
SOUTHERN ILLINOIS UNIVERSITY  
CARBONDALE, IL

# 2013 SIUC MS/IP Handbook

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# Introduction

Welcome to Southern Illinois University Carbondale!! The accredited *Advanced Degree Dietetic Internship Program*<sup>1</sup> at SIUC is designed for students who want to complete a Master of Science degree in Food and Nutrition with a concentration in community nutrition<sup>2</sup>, and who also want to qualify to take the examination for Registered Dietitians (R.D.). This handbook provides details about requirements for completing both parts of the program. It is used as a reference by enrolled students/interns, faculty, preceptors, Advisory Committee, Chair of Animal Science, Food and Nutrition Department, and Dietetic Internship Program (IP) Director.

Distinctions exist between *Graduate Program in Food and Nutrition* and *Dietetic Internship Program*. Please note that this handbook begins with a description of *Graduate Program* and is followed by details of *Dietetic Internship Program*. “Students/Interns” are referred to as “students” in *Graduate Program* section, and as “interns” in *Dietetic Internship* portion. More than likely, you are both!

## **GRADUATE PROGRAM IN FOOD AND NUTRITION**

Chair, Department of Animal Science, Food and Nutrition (ASFN)

**William Banz, PhD, RD**  
Chair  
Animal Science, Food and Nutrition  
Mailcode 4417  
Southern Illinois University  
Carbondale, IL 62901

### Campus Locations

***Agriculture Bldg.*, Room 127**  
Phone: 618-453-2329 Main Ofc  
Phone: 618-453-1763  
Fax: 618-453-5231

## **DIETETIC INTERNSHIP PROGRAM**

Program Director

**Brenda Green, MS, RD, LDN, CLC**  
Instructor  
Animal Science, Food and Nutrition  
Mailcode 4317  
Southern Illinois University  
Carbondale, IL 62901

### Campus Location

***Quigley Hall*, Room 219E**  
Phone: 618-453-5193 Main Ofc  
Phone: 618-453-7513  
Fax: 618-453-7517

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<sup>1</sup> ACEND (Accreditation Council for Education in Nutrition and Dietetics of The Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, Phone 312/899-0040, ext 5400)

<sup>2</sup> Southern Illinois University Carbondale (SIUC), College of Agricultural Sciences (COAS), Department of Animal Science, Food and Nutrition, Master of Science degree in Food and Nutrition with a concentration in Community Nutrition. The curriculum meets the requirements of the Association of Graduate Programs in Public Health Nutrition, Inc. (AGPPHN, Inc.).

# GRADUATE PROGRAM IN FOOD AND NUTRITION

## ***Department Chair for ASFN Directs Graduate Program***

The Chair for Animal Science, Food and Nutrition (ASFN) Department, Dr. William Banz, administers and directs Master's Degree programs in both Animal Science and Food and Nutrition.

ASFN faculty who work closely with the Master's Degree programs are:

- Dr. William Banz, Food and Nutrition; Specialty: Nutritional Physiology
- Dr. Jeremy Davis, Food and Nutrition; Specialty: Nutritional Physiology
- Dr. Sara Long Roth, Food and Nutrition; Specialty: Medical Nutrition Therapy
- Dr. Sylvia Smith, Hospitality and Tourism Administration
- Dr. Srimathi Kannan, Food and Nutrition: Community Nutrition Interventions

## ***Admission Requirements (Food and Nutrition–Community Nutrition Graduate Program)***

- Baccalaureate degree from a regionally accredited college or university (completed within last 10 years).
- Completion of a Didactic Program in Dietetics (DPD), accredited by Commission on Accreditation for Dietetics Education (CADE) or evidence of completing all but one semester of coursework in an undergraduate DPD. Students will receive appropriate documentation from their DPD Coordinators that is submitted with Dietetic Internship Program application.
- Grade point average (GPA) 3.0 or higher is recommended (on scale with A=4.0).
- Completion of Graduate Record Examination (GRE) within last 5 years.
- A score of 1000 or higher on combined verbal and quantitative portions of GRE is recommended.
- Desire to complete a Master of Science degree in Food and Nutrition with a concentration in community nutrition combined with a 7- 1/2 month dietetic internship with community nutrition emphasis.
- Acceptance by departmental graduate admissions committee.
- All students must be admitted to SIUC Graduate School in good standing.
- International students whose native language is not English are required to pass the TOEFL examination with a score of 550 or above. "International Fact Sheet" is on the web at <http://www.eatright.com/cade/intfactsheet.html>.

An advisory committee reviews your application and recommends to the Chair of Animal Science, Food and Nutrition Department that you be admitted to SIUC's Graduate School. The committee ("Didactic Program in Dietetics and Dietetic Internship Advisory Committee" –DPD/DI Advisory Committee–) is composed of professional educators, dietetics practitioners, and other professional representatives

from business and industry. The committee meets once annually to review the Dietetic Internship program and to recommend new dietetic interns. More information about this committee is included in the Dietetic Internship Program portion of this handbook.

**SIUC Affirmative Action Policy statement:** “It is the policy of Southern Illinois University Carbondale to provide equal employment and educational opportunities for all qualified persons without regard to race, color, religion, sex, national origin, age, disability, status as a disabled veteran or a veteran of the Vietnam era, sexual orientation, or marital status.” ([http://www.gradschool.siu.edu/catalog\\_08-09/1B-Introduction.pdf](http://www.gradschool.siu.edu/catalog_08-09/1B-Introduction.pdf))

Another committee, composed of the ASFN Chair and appropriate faculty members, review dietetic internship students’ applications recommended to them by DPD/DI Advisory Committee. This “Chair and faculty committee” reviews your applications and determines which students should be recommended for admission to Graduate School. The Graduate School is empowered to admit students on behalf of Southern Illinois University Carbondale.

If you are already a Registered Dietitian and are completing a master's degree in Food and Nutrition with a concentration in community nutrition, you will also complete a community nutrition rotation and coursework required by Association of Graduate Programs in Public Health Nutrition.

**Orientation:** New dietetic internship student orientation takes place the week prior to the fall semester beginning. Orientation is mandatory and all incoming graduates must be present.

**Schedule of Classes:** Information about admission, advisement, registration, academic calendar, tuition, and fees, is available on the web at <http://www.siu.edu>. Click on *SalukiNet* to find the “Schedule of Classes” link.

**Graduate Catalog:** The Graduate Catalog provides information on many topics. A few that you need to pay attention to include: Students’ responsibilities for degree requirements, Thesis requirements, Summary of master’s degree requirements, Registration for graduate school, Graduate School course loads, Graduate Assistantships, Fellowships, Tuition and fees, Residency requirements (you pay lower tuition as an Illinois resident), Immunizations and Illinois law, and Food and Nutrition Program. The Graduate Catalog is on the web at [http://gradschool.siu.edu/about-us/grad-catalog/catalog\\_13-14.html](http://gradschool.siu.edu/about-us/grad-catalog/catalog_13-14.html).

### ***Assessment of Prior Learning***

The SIUC MS/DI program recognizes that students may obtain knowledge and skills from their life and work experiences which may be equivalent to college level learning. The purpose of this policy is to provide guidelines to determine the equivalencies of students’ prior learning experiences to dietetic internship competency statements.

Students who wish to have their prior learning assessed will be requested to document their learning of specific knowledge, skills and values related to the program learning outcomes, objectives or competencies for which credit is requested. Documentation must support learning statements and may include but not be restricted to the following:

- personal profiles and portfolios;
- non-credit certificates/diplomas;
- work products and artifacts;
- course challenges (written, oral, performance examinations [e.g. laboratory, clinical, work-site], product assessment, standardized exams);
- performance evaluations (e.g. role-plays; live, video or audio presentations; lab demonstrations; simulations; work-site demonstrations); and
- documented learning from life and work experiences and accomplishments.

Documentation will be reviewed by faculty with expertise in the area as well as the DI Director. The Faculty and DI Director will make recommendations to the department chair that will make the final decision.

### ***Tuition and Fees***

*Graduate Catalog* and *Schedule of Classes* provide complete descriptions of tuition and fees charges. Graduate tuition for fall 2013 for Illinois residents is \$394.00 per semester hour. For graduate non-Illinois residents, tuition is two and half times the resident rate at \$985.00 per semester hour. These charges are subject to change.

Student fees for 12 semester hours are \$1,760.34 for Illinois residents, continuing non-Illinois residents, and new non-Illinois residents. All students must pay fees, including those who have tuition waivers.

Note: *“All fees are considered to be institutional in nature and require payment whether or not you receive direct benefits or are in a location that permits access to such benefits”* (from Graduate Catalog at website above). You generally become painfully aware of this rule while you are on rotation and too far from the Recreation Center to make use of it. It is hoped that this warning will cushion the shock. Also worth noting: *The Student-to-Student Grant Program Fee and portions of the Student Medical Benefit Fee are refundable under certain circumstances.*

### ***Financial Assistance***

Several types of financial assistance are available if you are qualified. The following is a partial list of financial assistance possibilities (consult *Graduate Catalog* for additional details):

1. ***Graduate Assistantships (GA)***. When you enter the program you may be appointed to a GA position that would waive tuition costs and provide a stipend for a semester while enrolled in course work. Assistantships are appointed based on departmental need and financial resources.

Assistantships can be either 4-½ or 9 month appointments. If you are granted a graduate assistantship, you should **plan your calendar commitments carefully** according to the needs of faculty to whom you are assigned.

Fall and spring assistantship appointments receive a tuition waiver if the appointment is for 75% of the semester (13 out of 17 weeks). Half-time (50% - 20 hours' work per week) and Quarter-time (25% - 10 hours' work per week) assistantships receive a 15-hour tuition waiver. Tuition waivers pay tuition only; students are required to pay all their fees for the number of credit hours they are registered for in the fall and spring semesters.

Summer assistantships receive a tuition waiver if the appointment is for 50% of the entire summer semester (6 out of the 12 weeks). Summer waivers pay for all summer classes (i.e. intersession, 6-week, or 8-week courses). Both half time (50%) and quarter-time (25%) assistantships receive a 9-hour waiver for the summer. Graduate assistants that have a consecutive fall and spring contract automatically receive a 9-hour summer waiver. Tuition waivers pay tuition only; students are required to pay all their fees for the number of credit hours they are registered for in the summer semesters.

Two quarter-time assistantships may be held without special approval. Anything over 50% must be first approved by the Graduate School. Graduate assistants are not allowed to hold a student worker position unless they have special approval through the Graduate School.

Salary schedules for graduate assistantships vary from unit to unit. Currently, monthly stipends awarded through the Food and Nutrition Department range from \$729 (25% appointment) to \$1458 (50% appointment). Generally doctoral students are paid higher rates than master's students. Information about the specific conditions of the appointment should be directed to the department or unit making the appointment.

Students holding an assistantship are required to register for eight (8) hours of graduate credit in the fall and spring semester and three (3) hours of graduate credit during the summer semesters.

A student may receive no more than two calendar years of financial support (24 months) while at a master's level. A student may receive no more than four calendar years of financial support (48 months) at a doctoral level. These time limits apply to assistantships, fellowships, traineeships, internships and other similar awards and appointments administered by the University, regardless of source of funds.

Source: <http://gradschool.siu.edu/cost-aid/grad-assistantships.html>. For more information visit: [http://gradschool.siu.edu/about-us/grad-catalog/catalog\\_13-14.html](http://gradschool.siu.edu/about-us/grad-catalog/catalog_13-14.html)

2. *Graduate Fellowships* may also be available. The number of fellowships varies depending on funds available. These awards are based upon scholarships, scores on standardized tests, and potential for success in graduate study.



3. *Scholarships* are available from the Academy of Nutrition and Dietetics Foundation and sometimes from the Southern Illinois Dietetic Association to help defray educational expenses. You must be a member of these associations to be eligible for their scholarships.
4. Information about *Federal Direct Student Loans* and other financial assistance is available from Financial Aid Office (618-453-4334). You are responsible for knowing and following all requirements associated with receiving any financial aid. Questions regarding financial aid should be directed to Financial Aid Office staff.

### ***Insurance***

The University Student Health Insurance Plan will provide medical coverage while you participate in course work. Visit <http://shc.siu.edu/insurance/> for more details.

### ***General Responsibilities and Cost***

**Communication:** You are responsible for staying informed of all procedures and for communicating regularly with the DI Program Director, Food and Nutrition program staff, other students, faculty, and preceptors. When questions arise, ask the appropriate individual. Names of current faculty and staff in the Food and Nutrition program is found in the coursework section, and a current list of preceptors, internship sites, addresses, and telephone/fax numbers is available in the internship rotation section. This list is constantly changing. You will receive an updated version just prior to going out on your rotations.

**Computer and Computer Skills:** You will need a computer during supervised practice experiences. A **laptop computer is required** at IDHS (Illinois Department of Human Services) and Family Care Health Centers of Carondelet sites. A diet analysis program is helpful when writing reports during rotations and for verifying client data. Diets are discussed in terms of quantities of nutrients as well as food groups. Skillful use of software for word processing (e.g., MS-Word), spreadsheet usage (e.g., MS-Excel), and MS-PowerPoint are expected.

**Checklist of Progress:** The checklist helps you keep track of items you are responsible for completing. A copy of this checklist is placed in your permanent file. Progress is evaluated by the DI Program Director on several occasions: 1) prior to you registering for coursework each semester, 2) prior to registering for rotations, and 3) after completing rotations and prior to studying for RD Exam review course. ***This last progress evaluation is critical for 2 reasons: 1) it is the one in which you receive official paperwork that facilitates taking the examination for registered dietitians, and 2) it provides the final information to the DI Program Director for changing your incomplete grades (FN580 course) to final grades.*** You are responsible for scheduling these meetings.

**Immunizations:** Your immunizations must be compliant per SIU policy. Visit [http://shc.siu.edu/\\_common/pdfs/immunizations/ImmunComp.pdf](http://shc.siu.edu/_common/pdfs/immunizations/ImmunComp.pdf) for required immunizations and costs thereof. Failure to comply with the Illinois State Mandate will result in a SHC hold being placed on your registration. In addition, some rotation sites require additional immunizations such as Hepatitis A and Hepatitis B. You will be

made aware of the requirements of your rotation site as soon as possible to allow you time to obtain necessary immunizations.

**Drug Screen, Background Checks & CPR Training and Certification:** Several of our rotation sites are now requiring drug screens, background checks, and CPR training and certification to be completed prior to beginning a rotation. You will be notified as to the dates of these services and will be responsible for costs.

### ***Objectives of Master's Degree Program in Food and Nutrition***

1. For you to complete a Master of Science degree in Food and Nutrition with a concentration in community nutrition which incorporates guidelines of Association of Graduate Programs in Public Health Nutrition, Inc. (AGPPHN, Inc.)
2. For you to conduct research in community nutrition by completing a thesis or research paper that may also lead to preparation of a manuscript for publication.

### ***Coursework***

Thirty-eight to 41 credit hours are completed during the 24- to 30-month combined program. Twenty-eight to 31 of the credit hours are completed while you take coursework, write a thesis (or research paper), and complete an oral defense. Each of the three 10-week rotations is a 3-credit-hour class: food service management (3), medical nutrition therapy (3), and community nutrition (3), for a total of 9 credit hours. **You are required to complete the master's degree work prior to going on rotation** (i.e., all courses and thesis or research paper). By completing the hands-on practice portion of the program last, you are able to study for the RD exam while information is fresh. This sequence (course work first, then supervised practice and then study review for registration examination for dietitians) provides you with a logical progression for taking the RD exam and applying for jobs. Historically, many students found jobs by the time they finished rotations; and it became cumbersome to have to return to the University to complete a thesis or research paper.

**Note: You must complete all graduate program and dietetic internship program requirements *prior* to receiving your documentation that facilitates taking the registration examination for dietitians.**

**Student Academic Review Committee (SARC):** The Student Academic Review Committee (SARC) consists of faculty who teach your courses, the DI Program Director, and your preceptor(s).

Faculty assist the DI Program Director in monitoring your coursework progress by providing mid-semester grade reports when needed. If you are performing at less than a "B" level, the faculty member teaching the course will let the DI Program Director know this fact. You should work with your instructor to determine what you need to do to bring your grade up. If stress is a factor, see DI Program Director for support resources. Additional meetings with your course instructor and DI Program Director (SARC meetings) may be held. As appropriate, documentation of such meetings will be recorded in your permanent file.

If a “C” is earned in a core course, the course must be repeated and a grade of “B” or better earned before starting rotations. Note: Grades you earn as a graduate student are permanently retained on your transcript. Repeating a course is allowed only if the Department Chair recommends it to the Dean of Graduate School. The grade you earned the first time stays on your transcript. The grade you earn the second time will be averaged in with your other grades. (verbal communication with Nancy Vorhees, Admissions/Records Officer II, Graduate School, July, 2002).

Core courses include FN 574 (advanced medical nutrition therapy); FN 585 (advanced community nutrition); FN 540 (nutrition policy, programs, and services); FN 530 (advanced nutritional assessment and education); FN 581 (seminar), and ANS 500 (research methods). FN 585 and FN 530 may be combined into one course. You must also earn a grade of “B” or better in supervised practice courses: FN 580 A, B, C, (nutrition practicum in the community: 580 A clinical, 580 B management, 580 C community). **If you perform at less than a “B” level in any rotation, you will be provided an opportunity to bring your grade up to a “B” by completing additional work within a defined period of time (usually one to two weeks—more, if circumstances warrant it). If the extra time and practice are not sufficient, you would be dropped from the program.**

### ***Community Nutrition Concentration***

The Master of Science degree in Food and Nutrition provides a concentration in community nutrition (health promotion, disease prevention).

The coursework and concurrent field experiences fulfill guidelines approved by Association of Faculties of Graduate Programs in Public Health Nutrition, (AFGPPHN 1990, Strategies for Success: Curriculum Guide for Graduate Programs in Public Health Nutrition, *Published by Food and Nutrition Program at Southern Illinois University at Carbondale, IL 62901 in Cooperation with Graduate Programs in Public Health Nutrition*. Single copies are available from: National Maternal and Child Health Clearinghouse [NMCHC], 38<sup>th</sup> and R Streets, NW; Washington, DC 20057; Phone 202/625-8410.).

Note: “Concurrent field experiences” which occur within specific courses are different from internship rotations (a.k.a. supervised practice experiences).

### ***Program of Study***

A detailed "Program of Study Guide" is found on page 30. You and the DI Program Director will sign an individualized "Program of Study" about the fifth week of your first semester. Your program allows for some flexibility and is developed for you with assistance from the DI Program Director. Your original Program of Study is placed in your permanent file and a copy will be provided to you. Any program changes will be noted during progress evaluations.

### ***Supervision of Thesis or Research Paper***

A Food and Nutrition faculty member (“committee chair”) directs your work and mentors you while you develop and complete your thesis or research paper. Pairing of students with major professors occurs within the first few weeks of the first semester.

You should develop a timeline for completing various portions of your thesis/research paper in conjunction with your major professor's advice and calendar.

### Thesis Committee Selection

In addition to your thesis chair, you will need 2 additional committee members. One will be from our department and the third should be from outside the department. We encourage you to choose an outside member who is an expert in the field you are studying.

### Thesis/Research Paper Protocol

1. Committee chair is the person you work with throughout the development of your project.
2. Only AFTER your committee chair has given you the "okay" do you provide copies of your project to other committee members for their feedback.
3. As with other classes, FN 599 (thesis) or FN 593 (research paper) requires you to purchase your own supplies: (paper and duplicating are your responsibility, not the departments).
4. Scheduling appointments with your chair is your responsibility.
5. Most committee chairs will need "turn-around" time to review your work – ask them how much time they will need and plan that time into your overall schedule. Count on at least 2 weeks turn-around time.
6. When your committee chair indicates the time is right, provide copies of your project to other committee members. Find out how much turn-around time they need to review your work and provide you with feedback. Inform your Chair of changes recommended by other committee members.
7. Committee members need a minimum of 2 weeks to review the thesis prior to the prospectus and/or defense. An abstract of the thesis must be given to the ASFN Chair at this time.
8. The Defense must be posted no later than 1 week prior to defense. In addition, a flyer must be provided to each ASFN faculty member, DI Program Director, and ASFN Departmental Chair with written notice of the scheduled date, time, and place of your oral defense. A flyer must also be sent to each department in the College of Agricultural Sciences as well as the Departments of Physiology, Health Education and Recreation, and Kinesiology.
9. Following the majority of thesis/research paper oral defense meetings, students are required to make changes to improve accuracy. Some of these changes can be quite time-consuming, so allow time for this part of the process.
10. Once the changes have been accepted by your committee chair, the Department Chair will need a copy for no less than 24 hours to review before signing. Once all signatures have been obtained, submit your completed copy to the Graduate School.
11. Provide a bound copy to the Departmental office and one to your Committee Chair.

**"During the (thesis) project, expect everything to take twice as long as you think it will or should."**

**-Dr. Sara Long**

## **Suggested Timeline for Completing Thesis**

(Assuming you want to complete entire program within 2 Years)

<b>Fall 2013</b>	<b>Spring 2014</b>	<b>Summer 2014</b>	<b>Fall 2014</b>	
			<b>Mo.</b>	<b>Tasks</b>
<ul style="list-style-type: none"> <li>• Get an advisor for thesis or research paper</li> <li>• Define topic</li> <li>• Complete <i>rough</i> draft of chap. 1-3 in Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Define topic clearly</li> <li>• Complete a thorough search of the literature</li> <li>• Read and understand the literature</li> <li>• Refine chap. 1-3</li> <li>• Develop prospectus</li> <li>• Collect data</li> </ul>	<ul style="list-style-type: none"> <li>• Complete data collection</li> <li>• Complete rough draft chap. 4-5</li> <li>• Make revisions as advised</li> </ul>	<ul style="list-style-type: none"> <li><b>Aug</b></li> <li><b>Sep</b></li> <li><b>Early Oct</b></li> <li><b>Mid-Oct, Early Nov</b></li> <li><b>Nov, early Dec</b></li> <li><b>Early Dec</b></li> </ul>	<ul style="list-style-type: none"> <li>• Make as many appointments with your advisor as necessary to complete the thesis.</li> <li>• Your advisor needs turn-around time (up to two weeks) to adequately review each draft (there will probably be several!).</li> <li>• Keep in mind that your advisor has many responsibilities in addition to helping you.</li> <li>• Schedule your thesis defense as early as possible during the fall semester to allow for time to make revisions.</li> <li>• After defending your thesis, revise your thesis as directed by your committee</li> <li>• Continue working with your advisor and making revisions until your advisor tells you the thesis is ready to submit to the Graduate School and all committee members have signed off.</li> <li>• Submit thesis to Graduate School</li> </ul>

You should obtain the following documents for use at appropriate times during thesis/research paper process:

- **Thesis/Research Paper Guidelines.** Title, “*Guidelines for the preparation of dissertations, theses and research papers*”. Procure newest version from Graduate School office in Woody Hall. Follow directions **completely**, as Graduate School will not accept papers that do not match specifications (margins, page number placement, format, etc.)
- **Forms.** Download forms from <http://gradschool.siu.edu/about-us/forms.html>:
  - **Graduate Faculty Committee Approval Form**
    - Use this form in early stages of working on your thesis or research paper. Get all signatures. Make 2 copies.
      - Provide main ASFN office with the Original
      - Provide a copy to the DI Program Director to be placed in your permanent file.
      - The other copy is yours.
  - **Thesis Approval Form** (must print on 25% cotton paper)
    - Make 4 copies.
      - Submit Original and 2 copies to Graduate School.
      - Provide 1 copy to the DI Program Director to be placed in your permanent file.

- The 4<sup>th</sup> copy is yours.
- *Oral Defense Form*
  - Make 2 copies
    - Submit Original to Graduate School.
    - Provide 1 copy to the DI Program Director to be placed in your permanent file.
    - The other copy is yours.
- *Research Paper Approval Form* (must print on 25% cotton paper)
  - Make 2 copies
    - Submit Original to Graduate School.
    - Provide 1 copy to the DI Program Director to be placed in your permanent file.
    - The other copy is yours.

### ***Graduation Requirements for Master of Science Degree in Food and Nutrition***

A Master of Science (MS) degree in Food and Nutrition with a Concentration in Community Nutrition is awarded to you upon completion of the Graduate Program in Food and Nutrition. Completion of master's degree program requires:

- Completion of MS degree requirements for Graduate School as outlined in Southern Illinois University Carbondale (SIUC) Graduate Catalog. The catalog is online at [http://gradschool.siu.edu/about-us/grad-catalog/catalog\\_13-14.html](http://gradschool.siu.edu/about-us/grad-catalog/catalog_13-14.html).
- Completion of master's degree requirements for Food and Nutrition Program with a concentration in Community Nutrition as outlined in SIUC Graduate Catalog [http://gradschool.siu.edu/common/documents/catalog\\_13-14/FOOD\\_AND\\_NUTRITION.pdf](http://gradschool.siu.edu/common/documents/catalog_13-14/FOOD_AND_NUTRITION.pdf).

**Electronic Theses and Dissertations (ETD):** Theses and dissertations are to be submitted to the Graduate School electronically in a PDF format that conforms to the guidelines established by ProQuest Information and Learning. The Graduate School will establish guidelines for format. Students will be required to pay a submission fee. The copyright fee is optional. <http://gradschool.siu.edu/thesis-dissertation-researchpaper/index.html>

The submission deadline for theses/dissertations can be found at: <http://gradschool.siu.edu/about-us/dates-deadlines.html>. Your thesis advisor should contact Dr. Ratna Sinha at 453-4570 if he or she has questions.

**Diploma for Master's Degree:** Candidates for the master's degree do not receive diplomas at the commencement ceremonies. Although our program finishes in August, there are no August commencement ceremonies. Graduating interns have the option of walking in the May or December graduation ceremony. Master's degree candidates will receive their diploma in the mail or they may pick it up from the Records/Registration Office after commencement.

### ***Your Permanent File***

Your permanent file is located in Quigley Hall, Room 219E (DI Program Director's office). Information placed in file includes, but is not limited to:

1. Checklist of Progress (pg. 29)
2. Application to SIUC Dietetic Internship Program and related correspondence
3. Verification Statement and final transcript conferring bachelor's degree from your DPD University
4. Evaluations pertaining to coursework
5. Evaluations pertaining to supervised practice experiences
6. Any other documents that are, have been, or are intended to be used in determining your qualifications to graduate from Food and Nutrition master's degree program and Dietetic Internship Program

## **DIETETIC INTERNSHIP PROGRAM**

### ***DI Program Director coordinates the Dietetic Internship Program***

The Dietetic Internship Program (DI) Director coordinates the Dietetic Internship Program which is part of the Master of Science Degree in Food and Nutrition with a Concentration in Community Nutrition. The term "Director" is used by the Accreditation Council for Education in Nutrition and Dietetics; however, "Coordinator" is the term preferred by SIU administrators. As a result, you may find either and/or both of these terms used throughout this manual or other material.

### ***Philosophy of Dietetic Internship Program***

Educational processes are related to practice needs. Supervised practice experiences provided during internship rotations hold more meaning for you than didactic learning alone. Rotations complement graduate coursework and prepare you for roles as competent, entry-level dietitians. You will assess food and nutrition needs. You will also be involved with planning, organizing, managing, directing, coordinating, and evaluating nutritional components of health services for individuals and communities.

### ***Mission of Dietetic Internship Program***

The SIUC master's degree program in Food and Nutrition (with a concentration in *community nutrition*) and dietetic internship is dedicated to providing students the education and supervised practice experiences that facilitate entry level competence in dietetics in accordance with the accepted principles of the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, and the Association of Graduate Programs in Public Health Nutrition, Inc.

The internship program emphasizes health promotion and disease prevention, along with primary and/or ambulatory health care. Some settings for community practice include university health facilities, public health departments, ambulatory care clinics, community hospitals, long-term care facilities, and industry.

### ***Goals of Dietetic Internship Program***

1. The program provides graduate credit and completion of the Master of Science degree in Food and Nutrition with a concentration in community nutrition.
2. The program prepares graduates to be competent entry-level dietitians.
3. The program provides students with the basic tools for research in community nutrition by requiring students to complete a thesis or research paper.
4. The program promotes professional competence in community nutrition that is relevant to the current needs of society and has the versatility through the continuous improvement process to change, as the need requires.

### ***Admission Requirements to Dietetic Internship Program***

- Participation in DICAS and D&D Digital Systems matching program.
- Food and Nutrition Graduate Program requirements. (see page 5 of this document)
- Letter of interest in SIUC's combined Master of Science Degree and dietetic internship program.
- **Official transcripts from each college and university attended with 2 sets of original final transcripts indicating that the bachelor's degree was awarded**
- **Didactic Program in Dietetics ("DPD Program") Verification Statement of program completion.**

### ***Didactic Program in Dietetics and Dietetic Internship (DPD/DI) Advisory Committee***

The DPD/DI Advisory Committee is composed of professional educators, dietetics practitioners, and other professional representatives from business and industry. The committee meets once annually to review the Dietetic Internship program and to recommend new dietetic interns. After reviewing students' applications, the committee recommends to the Chair of Animal Science, Food and Nutrition Department that specified students be admitted to SIUC's Graduate School.

**Students/Interns Attend DPD/DI Meeting.** You have been brought into the program because of this committee's efforts to select you from the pool of students who applied to the program. You are asked to attend the annual Advisory Committee meeting for about one hour (more if you can make time to stay). Meeting dates and times (late March each year) are announced several weeks in advance. Committee members enjoy meeting both the newest students and visiting with those who have already taken coursework or have completed rotations. Your attendance and participation are encouraged and truly valued. Advisory Committee members seriously consider your recommendations for program improvement.

General tasks of DPD/DI Advisory Committee:

1. Reviews current operations of DPD and DI, and makes recommendations for these programs.
2. Reviews admission and selection procedures for applicants; assists with ranking applicants for program admission.



3. Responds to interns' evaluations of DI and makes recommendations.
4. Assists faculty with making program modifications as proposed by students, preceptors, and faculty.
5. Reviews results of interns' performance on RD exam (i.e., Commission on Dietetic Registration's examination for dietitians) and recommends program changes when appropriate.

### **Terms**

**Competencies:** Interchangeable terms for *competencies* are “supervised practice experiences” or “objectives”. These hands-on professional practice experiences are summarized in the Management, Clinical, and Community Rotation sections. They meet evaluation criteria and ACEND Accreditation Standards for Internship Programs in Nutrition and Dietetics. Successfully completing competencies qualifies you to take the RD Exam and prepares you for professional practice as an entry-level dietitian. Note: you will often engage in “supervised practice experiences” that are additional to the “competencies” described on the Competency/Learning Outcome forms. Rejoice! At some point in your career, you will be glad for every professional tidbit you learned while on rotations.

**Faculty Supervisor:** Food and Nutrition faculty member (usually DI Director) who meets with you and your preceptor to review your progress.

**Internship Site:** Health department, medical center, hospital or facility in which you are provided supervised practice experiences.

**Objectives:** See Competencies.

**Preceptor:** Person(s) on site who direct(s) your supervised practice experiences.

**Rotation:** A defined block of time during which you complete supervised practice experiences to develop entry-level competence as a dietitian in a specific area of dietetics practice. There is one [dietetic internship] rotation for each of the 3 areas of practice. Areas of practice include food service management, clinical (medical nutrition therapy), and community/public health nutrition. Each rotation is ten or eleven weeks long (a total of 7-1/2 months when all 3 rotations have been completed) with 1200 hours of one-on-one hands-on supervised practice completed.

**Rotation site experiences are for educational purposes only, and dietetic interns are not to be used to replace employees.**

Descriptions of various rotations are in the “ROTATIONS” binder in DI Director's office, Quigley 219E. You should review this information to learn about possible rotations. After a thorough reading of rotations descriptions, talk with the DI Director about your professional goals and ask advice regarding most appropriate rotations for you. Talking with students/interns who have completed rotations may also be helpful. You may be required to interview with potential rotation sites to ensure a good fit. If you

are not accepted by two or more rotation sites, SIU is not obligated to continue searching for a rotation site.

The DI Director assigns you to your rotations based on your career goals, special interests, and needs. You will complete the "Student's Goals and Objectives" form, located under Intern Responsibilities, while taking FN 581 Seminar. Every effort is made to accommodate your unique situation when assigning rotations. However, keep in mind that it is very likely you will need to relocate at least once during your rotations.

**NOTE:** Southern Illinois University has over 20 rotation sites in 3 states. There is a significant amount of legal paperwork involved in establishing and maintaining the Affiliation Agreements with these institutions. Many administrators are involved from SIUC, as well as from each site. Therefore, students do NOT set up rotations for themselves. If you have special needs or circumstances regarding your rotations placement, they should be brought to the attention of the Dietetic Internship Director as soon as possible.

Typically you complete both management and clinical rotations in the same hospital. However, in the event the site does not offer both, you may be placed at three different sites for rotations. Your community nutrition rotation occurs in a public health facility and will likely require a great deal of traveling. You will need a reliable vehicle and a laptop computer. You may also attend meetings or conferences that require overnight stays in hotels.

Supervised Practice Experiences: See *Competencies*

### ***Program of Study***

A general "Program of Study Guide" is found under Coursework. You and the DI Director will sign an individualized "Program of Study" about the fifth week of your first semester. Your program allows for some flexibility and is developed for you with assistance from the DI Director. Your individualized Program of Study is placed in your permanent file and a copy is provided to you.

Note: Students who have not already passed (grade "B" or better) a senior level 3 credit-hour course in community nutrition must complete FN 480 (Community Nutrition, 3 credit hours) or the equivalent before taking FN 585. In addition, if you did not pass nutritional biochemistry with a grade of "B" or better, you must (re)take FN 425.

### ***Timely Completion of Rotations***

Completion of course work, thesis or research paper, and internship rotations, are accomplished in 2 years when you adhere to your "Program of Study". If you deviate from your original "Program of Study", you may not be able to go out on rotation in a timely manner. Consequences may result in unwanted expenses while waiting for a rotation opening to occur. Also, since some courses are taught only in spring or fall,

deviations from your original plan could lead to a 2-1/2-year, 3-year, or longer program.

**Register Correctly for Rotations!**

*Doing so will save you much grief later! ☺*

Each rotation is a 3 credit-hour course. The type of rotation and appropriate course number must match. These are actual courses, as well as rotations. You are responsible for paying both tuition and fees pertaining to them while on rotation.

FN 580 A =	Clinical rotation
FN 580 B =	Management rotation
FN 580 C =	Community rotation

- Section Number
  - Section number for FN 580 classes, as shown in Schedule of Classes, is “000” which represents an independent study course. When you register for such a course, the instructor’s number for independent study must be entered. For example, Brenda Green’s instructor number was 747. You would enter 747 as the section number.
  
- Use a calendar to figure out which semester is appropriate.
  - If a rotation starts *after* the end of a semester, enroll in the following semester.
    - Example 1. If spring semester ends on May 15, and your rotation starts May 22, enroll in summer semester (even though summer semester may not officially begin for another 3 weeks).
    - Example 2. If summer semester ends August 3, and your rotation begins on August 6, then register for fall semester (even though classes for fall do not officially begin for another 2 weeks).

**Tips for Success during Supervised Practice**     *Consider this a 7-1/2 month job interview!*

Guidelines for successful supervised practice experiences are summarized in *Part II: 7. "Tips for Success during Supervised Practice"*. These tips are arranged as "Do" and "Don't" lists. They provide guidance for professional behavior, and dress; they tell you what the DI Program Director and your Preceptors expect of you. Please review them prior to each rotation.

**Code of Ethics**

During rotations, and later as practicing professionals, you will be expected to adhere to the "Code of Ethics for the Profession of Dietetics" (*Part III: 10*). Principle seven of the Code refers to maintaining confidentiality of information. You will sign a

"Confidentiality Statement" (*Part III: 11*) before going on rotations. A copy is kept in your permanent file and additional copies are provided to each preceptor.

### ***Rotation Site and Preceptor Requirements***

#### **Foodservice Management Rotation Site and Preceptor Requirements**

1. If not an RD, there must be a department Director or head supervisor with a minimum of one year supervisory experience, based on resume, to mentor the intern. Experience may include education (Certified Executive Chef, Bachelor Degree in Food and Nutrition or related area, Dietary Manager Certification) as well as years of practical experience.
2. Facilities must have capabilities to assist interns in meeting all required management-related 2012 ACEND Accreditation Standards.

#### **Clinical (MNT) Rotation Site and Preceptor Requirements**

1. A Clinical (MNT) Facility must be accredited and/or licensed by the appropriate agency, such as JACHO or the state.
2. Each facility should be licensed for at least 50 inpatient bed censuses.
3. Each facility must have at least one full-time RD who works with MNT patient care. The RD must have a minimum of 1 year of post-credentialing experience.
4. Facilities must have capabilities to assist interns in meeting all required Clinical (MNT)-related 2012 ACEND Accreditation Standards.
5. Although not required, facilities where advanced practice experience are ideal. Advanced practice includes pediatrics, nutrition support, cardiac, trauma, and renal/dialysis.

#### **Community Nutrition Rotation Site and Preceptor Requirements**

1. The RD(s) must have a minimum of 1 year of post-credentialing experience to be considered the primary preceptor for the intern.
2. In addition to RDs, interns may also be supervised by other community professionals including RNs.
3. Facilities must have capabilities to assist interns in meeting all required community-related 2012 ACEND Accreditation Standards.
4. During the community rotation, interns complete a major project depending on the needs of the rotation site. This project may occur in different types of facilities including state agencies (IDHS, IDPH, MoDPH, etc.), public health departments, WIC agencies, Area Agencies on Aging, a corporate setting, a school setting, or an Elderly Care facility.

Rotation facilities and primary preceptors are reviewed for the above-mentioned qualifications. Once the site and the program Director have mutually agreed that it would be a good fit to mentor dietetic interns, an affiliation agreement or contract is made between SIUC and the site.

### ***Rotation Site Affiliation Agreements Policy***

Southern Illinois University Carbondale shall maintain affiliation agreements with all rotation sites actively mentoring dietetic interns. SIUC Legal Council approves the Affiliation agreements as well as the Legal Counsel for the rotation site. Once both parties have negotiated terms of the contract, appropriate signatures are obtained

from both parties. Both parties have a signed copy of the agreement for their files. The agreements shall be in effect as of the Effective Date on the agreement and shall automatically renew each year for a period of up to 10 years, unless and until either party terminates the agreement by sending written notification of such termination to the other parties no less than 60 days prior to the end of the semester in effect at the time. Termination shall be effected at the end of that period, provided no intern currently enrolled is deprived the opportunity to complete course requirements due to this action. Notwithstanding the aforementioned, the agreement shall be subject to review every year.

### ***Rotation Site Periodic Review***

Rotation Sites are evaluated a minimum of every 5 years using the “Facilities & Professional Staff providing Supervised Practice Experiences for SIUC Dietetic Interns” form (located in Part VII: Evaluations) to assess adequacy and appropriateness. The rotation site and/or preceptor(s) is evaluated more often if there are major rotation site or preceptor changes that could affect the education and mentoring of dietetic interns or their ability to provide experiences to meet 2012 ACEND Accreditation Standards. Additionally, dietetic interns complete a rotation evaluation upon completion of each supervised practice rotation, also located in Part VII: Evaluations. The evaluations are used to assess dietetic intern satisfaction with supervised practice experiences, the rotation site, the preceptor(s), and the DI Director. Feedback is provided to the preceptor when it is considered appropriate, and the DI Director uses this information in planning future intern placements. No one has general access to the data.

### ***Costs: Housing While on Rotation***

While you are on rotation, you will be responsible for paying for necessary housing. Your rotation assignments will be made several months in advance, so you will have time to visit the area ahead of time and determine where you will live. **Typically students must relocate at least once during their rotations.** Former students (and sometimes, preceptors) can give suggestions on finding a place to live.

**Special reminder:** You will be self-supporting during the 7 ½ months you are on rotation. You will need to pay for tuition and fees (9 credit hours) during this time. **If you entered this program as a Non-Illinois resident, you are advised to establish Illinois residency during your first two semesters (refer to the “Determination of Residency Status” section of the *Graduate Catalog*, <http://www.siu.edu/gradschl>).**

***Note:*** *If a rotation is in a state other than Illinois, you will want to maintain a permanent Illinois mailing address with the SIUC Bursar. Otherwise, the Bursar will assume you are not a resident of Illinois, and the higher tuition rate will apply.*

### ***Costs: Computer While on Rotation***

You will need a reliable computer. Almost all of the community rotations require that you have a laptop computer. You may need to borrow or lease one for this rotation if you don't have one of your own.

### ***Costs: Transportation and Hotels While on Rotation***

Internship rotations are scheduled off campus. You will need to provide your own transportation. Internship sites range from a few miles to about 400 miles from campus. Usually, you will need to relocate once during rotations. If an assigned rotation site is more than 50 miles from your home, you should find a place to live within a few miles of rotation site during the rotation. Management and clinical rotations (for a total of 20 weeks) are usually in one place, such as a hospital.

However, community rotations usually occur in public health settings such as Illinois Department of Human Services (one of five sites), University of Illinois Extension, or Missouri Department of Health. They offer extensive learning opportunities that require travel quite a distance from the agency. You should be prepared to pay for expenses when traveling to professional meetings at public health settings other than those specifically assigned, such as breastfeeding conferences and WIC conferences. These travels are generally within the state where the agency is located. Staying a few (to several) nights in a hotel or motel may be required. Please plan your finances in advance for these costs.

### ***Insurance***

You are covered under the University's liability insurance while on rotation if registered for SIUC course work. You will register for FN 580A, FN 580B, or FN 580C while completing supervised practice experiences. If, for some reason, you do not register for course work while completing rotations, you will need to obtain liability insurance coverage when the rotation site requires some protection against liability arising from acts of interns.

Southern Illinois University Carbondale and the Dietetic Internship Program do not assume any liability for safety in travel to or from assigned areas.

### ***Requirements on Site***

Official results of a recent TB test must be filed in your permanent file. Documentation of immunizations as outlined under "Immunization Requirements" in the Graduate Catalog must also be filed in your permanent file. Copies of your immunization records and TB test results will be sent to your preceptors.

You will be provided training about *Blood borne Pathogens and Universal Precautions*, including Hepatitis B, from the Center for Environmental Health and Safety of Southern Illinois University Carbondale during orientation. Before going on rotation, you must either provide documentation of your Hepatitis B immunizations or sign a "Hepatitis B Vaccine Declination" statement (*Part III: 12*). The appropriate document is retained in your permanent file.

You are subject to rules and regulations of each rotation site while on duty, including facility's policies concerning patient or client welfare and confidentiality. You will receive HIPAA training prior to going on rotations. You are expected to adhere to the entire "Code of Ethics" of the Academy of Nutrition and Dietetics (*Part III: 10*). You will

have signed a "Confidentiality Statement" prior to going on rotation. The DI Director sends copies of this statement to your Preceptors.

### ***Dress Code***

Appropriate dress is required for class attendance, graduate assistantship work, and practicum experiences. A clean, neat, "competent professional appearance" should be the goal for appropriate dress. Professional appearance backs up your body language and oral communication. This includes:

- ✓ No bare midriffs – shirts must cover midriffs when your arms are raised and cover the back when you are bending over
- ✓ No low cut tops
- ✓ No see-through tops/bottoms; keep your undergarments covered

### **Rotation Dress Code:**

**First Rule:** Discuss dress code/attire with your preceptor on your first day or when you contact them prior to you starting your rotation.

"Business Casual" will be our standard for expectations of dress while you are out on your rotations. Because all casual clothing is not suitable for the office or clinical setting, these guidelines will help you determine what is appropriate to wear. In general, clothing that works well for the beach, yard work, dance clubs, exercise sessions, and sporting events is not appropriate for a professional appearance.

Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, and dressy capris are generally acceptable. Inappropriate slacks or pants include jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form fitting pants such as what you wear for biking.

Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public. Short, tight skirts that ride up the thigh are inappropriate for work. Mini-skirts, skorts, sun dresses, beach dresses, and spaghetti-strap dresses are inappropriate for the office.

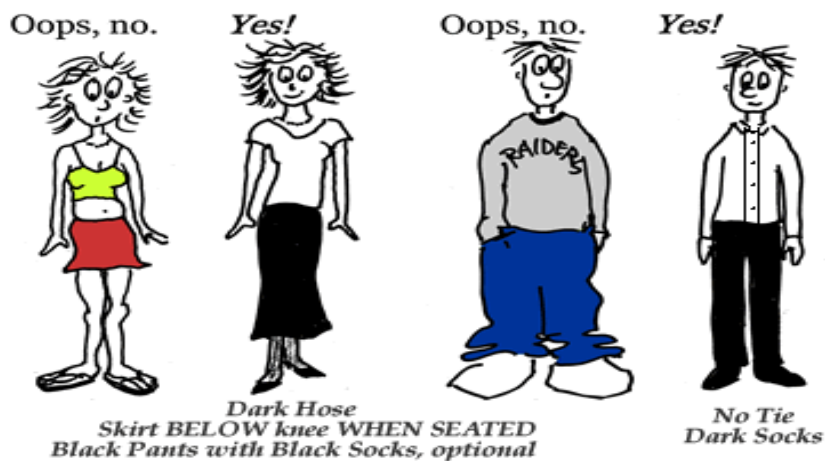
Casual shirts, dress shirts, sweaters, golf-type shirts, and turtlenecks are acceptable attire. Most suit jackets or sports jackets are also acceptable. Inappropriate attire for rotations includes tank tops; midriff tops; shirts with potentially offensive wording, terms, logos, pictures, cartoons, or slogans; halter-tops; tops that bare shoulders; sweatshirts; and t-shirts unless worn under another blouse, shirt, jacket, dress, or sweater.

Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, or dress heels are acceptable for rotations. Not wearing stockings is generally acceptable in warm weather. Flip flops, slippers, and any shoe with an open toe are usually not acceptable in the facilities.

Clothing that reveals too much cleavage, your back, your chest, your stomach or your underwear is NOT appropriate for any work environment.

Clothing should be pressed and never wrinkled. Torn, dirty, or frayed clothing is unacceptable. All seams must be finished. Any clothing that has words, terms, or pictures that may be offensive to others is unacceptable.

No dress code can cover all contingencies so you must exert a certain amount of professional judgment in the choice of clothing you wear. If you have any questions about acceptability of clothing, ask the DI Director or your preceptor. Be aware that if you do not comply with the dress code, you will be sent home to change and you will have to make up time missed. If required by your rotation site, plan to provide your own uniform or lab coat.



### **Competencies**

Completion of competencies (curriculum for supervised practice experiences) must be documented on appropriate forms (*Part IV: 14, Part V: 17, Part VI: 22*) and filed in your permanent file. See section on "Student Practice Review Evaluation (SPRE)", page 26.

The DI Director - a.k.a. *faculty supervisor*—(or a designated faculty member from Food and Nutrition) schedules 3 meetings with you and your preceptor either by conference call or on-site to evaluate your progress and written experiences. These meetings are usually scheduled about the end of week 3, week 6 or 7, and again toward the end of the rotation.

**Competencies Binder:** In each rotation, you summarize experiences you complete for each competency. A separate binder is used for each rotation. Your write-ups reference each competency by specific number and letter at top of page. Appropriate forms, brochures, and other supporting materials are to be included in binders. This information will be useful to you in your early working years as an entry-level dietitian.



## ***Vacation, Holiday, and Absence Policies***

Vacations are not planned into rotations. Holidays do not reduce required 5-day work week. Absences due to illness will be made up at times mutually agreed upon by your preceptor(s) and you.

## ***Emergency Medical Procedures While on Rotation***

If you have a medical emergency while on rotation, you should seek treatment at a hospital emergency room. If you have SIUC Student Health insurance or private health insurance coverage, you are responsible for presenting your health insurance card.

## ***Complaint Process***

**On-Site:** If problems arise during your rotation that cannot be resolved between you and your preceptor(s), you should contact the DI Director. If a preceptor contacts the DI Director indicating there is/are problem(s), a conference to resolve the problem(s) would be held. Conference members would include the dietetic intern, preceptor(s), and DI Director. A plan of action would be formulated and implemented according to the established disciplinary/termination procedures (p. 24). A follow-up evaluation would be conducted.

**Off-Site:** You may appeal decisions through University Grievance Procedure as described in SIUC's Graduate Catalog. The catalog is available on-line at [www.siu.edu/gradschl](http://www.siu.edu/gradschl).

**Through ACEND:** The Accreditation Council for Education in Nutrition and Dietetics (ACEND) will review complaints that relate to a program's compliance with the Eligibility Requirements and Accreditation Standards or with published accreditation policies. The Commission is interested in sustained quality and continuous improvement of dietetics education programs, but does not intervene on behalf of individuals, or act as a court of appeal for individuals in matters of admission, appointment, promotion, or dismissal of faculty, staff, or students. A copy of procedure for grievance/complaint about an accredited/approved program from ACEND is in *Part IX*.

## ***Disciplinary/Termination Procedures***

The procedures are consistent with the Student Conduct Code for Southern Illinois University Carbondale. Disciplinary action will be progressive and accomplished in private and constructive manner to facilitate improvement in the student's behavior and performance. Disciplinary steps outlined below will be followed contingent upon an acceptable preceptor/student relationship. Preceptors have authority to request removal of a student at any time.

### **1. Verbal Counseling**

The first step in progressive disciplinary action is verbal counseling. The DI Director will inform the student of the conduct or performance problem. If possible, the DI Director will meet privately with the student in-person. If the intern is on rotation, the meeting will be conducted privately via phone. The intern will have the opportunity to provide

his/her side of the situation. Specific expectations for improved conduct or performance will be outlined for the student/intern. A written summary of the conversation will be filed in the student/intern's file in the DI Director's office. The student/intern has 5 business days to provide a written response to the verbal counseling.

## **2. Written Warning**

The second step in progressive disciplinary action is written counseling. The DI Director will inform the student of the conduct or performance problem in writing. This letter will be reviewed, if possible, in-person with the student. The student will be given the original letter signed by the DI Director, Preceptor and student, and a copy will be filed in the student's file in the DI Director's office. The student/intern has 5 business days to provide a written response to the written counseling.

## **3. Probation**

The third step in progressive disciplinary action is probation. A student may be placed on probation when there is evidence that he/she has difficulty in complying with Standards of Professional Performance and Code of Ethics for the Profession of Dietetics, or is unable to complete rotation requirements. One unsatisfactory 'Optional Intern Evaluation Form' completed by a preceptor may be cause for probation depending on the deficiency. The unsatisfactory rating will be noted by the DI Director and preceptor on the Student Practice Review Evaluation (SPRE) form. All facts will be carefully reviewed and confirmed through personal interviews with preceptors, student/intern and any other involved parties prior to placing the student on probation.

The DI Director will discuss probationary status with the intern in private. In addition, a letter outlining reason(s) for probation, performance requirements, expectations, and time frames for re-evaluation will be provided. Lack of immediate and sustained improvement in performance during probation will result in further disciplinary action, up to and including dismissal from the Master's Degree and Dietetic Internship Program. If needed, the DI Director will attempt to locate a replacement rotation site. However, if unsuccessful, the student is required to locate and initiate contact with an adequate and appropriate replacement site. An affiliation agreement with the site must be on file in the DI Director's office prior to the intern beginning rotation. The student will receive guidance, support, and/or counseling from DI Director and/or other appropriate support personnel to facilitate successful completion of the combined MS/DI program. The student has 5 business days to provide a written response to the execution of probationary status.

## **4. Dismissal**

Dismissal is the final step in the progressive disciplinary action. At completion of the probationary period, the student will be informed in writing as to whether s/he has been removed from probation or has been dismissed from the program. The letter will detail reasons for the decision. A student may be dismissed from the program when s/he has been unable to satisfactorily complete program requirements in a one-year period, had one significant incidence of unethical behavior or misconduct, more than one incidence of noncompliance with Standards of Professional Performance and Code of Ethics for the Profession of Dietetics, or is unable to complete rotation requirements after the probationary period. The DI Director will be available in-person or via phone to discuss the contents of the letter with the student.

There will be **NO REINSTATEMENT** after termination.

The student/intern may present a written appeal of the dismissal following SIUC Academic Grievances Policy/Procedures. SIUC Academic Grievances Policy/Procedure is located in Part IX: Program Complaints of this handbook or can be accessed online at [http://gradschool.siu.edu/about-us/grad-catalog/catalog\\_13-14.html](http://gradschool.siu.edu/about-us/grad-catalog/catalog_13-14.html). Additionally, the student conduct code can be accessed at [http://policies.siu.edu/other\\_policies/chapter3/conduct.html](http://policies.siu.edu/other_policies/chapter3/conduct.html).

***Evaluation: Self-Evaluation of Your Progress***

**Self-Assessment Tool for Public Health Nutritionists:** Background information: The Public Health Nutrition Practice Group of The Academy of Nutrition and Dietetics supported the development of a self-assessment tool to assist practitioners when implementing the Standards of Practice and to assist practitioners in objectively assessing their skills in the five general areas of public health nutrition. The completed tool could then be used to develop an appropriate career development plan. After the tool was completed, faculty realized that such a tool could also be useful in training programs. You are asked to complete the "Self-assessment tool for public health nutritionists" 3 times during your academic career at SIUC and one year after leaving: 1. when you enter SIUC as a graduate student in Food and Nutrition; 2. after you complete your coursework and thesis; 3. after you complete your supervised practice experiences (i.e., rotations); and 4. one year after you complete your combined Advanced Degree and Dietetic Internship Program. The tool and instructions are in *Part VII: 28*. Completing the self-assessment tool helps you assess your personal progress and confidence as a dietitian. Collectively, the completed assessments (they are not identified by individual) also provide SIUC with feedback on how students view their progress at various stages during and after the program.

***Evaluation of: DI Program Director, Preceptors, Rotations***

**The "Rotation Evaluation Form" (Part VII: 27):** Your candid evaluation of the DI Program Director's and preceptors' performances provides valuable information for sustaining best parts of the program and for improving parts that need changing. Prior to starting rotations, you will be provided a "Rotation Evaluation Form" for each rotation with instructions for returning completed forms.

***Evaluation of: Your Progress by DI Program Director and Preceptors***

**Optional Intern Evaluation Form: Part VII: 29,** "Optional Intern Evaluation Form", provides preceptors with a constructive tool for providing you with clear and objective feedback in a timely manner so you can quickly correct errors. Please familiarize yourself with this form. You may want to ask your preceptors if they would be willing to complete the form for you at about your third week. Each preceptor is provided with a copy of this prior to your arrival for your rotation.

**Student Practice Review Evaluation (SPRE) Committee:** The Student Practice Review Evaluation (SPRE) Committee conducts your performance evaluations by telephone

conference calls or at your rotation site. The committee consists of you, your preceptor(s), and the DI Director.

All parties will be informed of SPRE dates prior to your first day on rotation. Competencies (*Part IV: 14, Part V: 17, Part VI: 22*) are considered complete once the DI Director has written notations of approval on the forms. When SPRE is conducted via telephone conference call, the preceptor completes notations of approval on the forms.

Approval for each competency is given after you have successfully documented your supervised practice experiences. You submit documentation for completed competencies to preceptor(s) and the DI Director a few days before each evaluation visit. No fewer than 2 evaluations will be conducted per rotation. Documentation of evaluations is entered on Student Practice Review Evaluation form (*Part IV: 15, Part V: 20, Part VI: 25*).

You will be informed in writing after each review if work is not satisfactory. You will be given a minimum of 2 weeks to make up deficiencies. If work is still not satisfactory, a plan will be developed with you to complete assigned work. You will be terminated from rotation or reassigned as plan dictates. At the SPRE meeting, the DI Program Director and preceptor prepare a brief statement describing your progress toward accomplishing applicable competencies for that rotation. The brief statement is recorded on the SPRE form. Note that satisfactory achievement of competencies through the first 2 evaluation meetings does not guarantee satisfactory achievement of competencies at the third evaluation meeting. Also refer to disciplinary/termination procedures.

The DI Director strongly encourages you and your preceptor(s) to make use of the “Optional Intern Evaluation Form” (*Part VII: 25*) at least once during the first few weeks of your rotation. This form supports clear communication between your preceptor and you. It will help you understand how your preceptor perceives your competence related to adaptability, professional judgment, responsibility, communication skills, personal relationships, patient rapport, and your ability to plan, organize, and apply what you have learned. At the end of each rotation, your preceptor, in consultation with the faculty supervisor, will provide you with a letter grade (*Part VII: 22*).

### ***Verification Statement to Write Registration Examination for Dietitians***

Six original copies of the Verification Statement to write the Registration Examination for Dietitians (“RD exam”) are issued to you upon successful completion of Advanced Degree/Dietetic Internship Program. You will use one copy when applying to the Commission on Dietetic Registration (CDR) to write the exam. Other copies may be required by prospective employers during interim between program completion and passing RD exam. Criteria to meet **before** receiving your Verification Statements include:

- **All coursework** required to complete a Master of Science degree in Food and Nutrition with a grade of B or better in all core courses (see page 10).

- **FN 581.** Remember to finish this class by completing assignments from *Part VIII: 27. "Post-Rotation Description for Binder"* and *Part VIII: 28. "How I Completed Competencies"*.
- **Internship rotations** ensuring ACEND Accreditation Standards for Internship Programs in Nutrition and Dietetics are met. All completed Competency/Learning Outcomes forms (the competencies) with signatures of preceptors, supervising faculty, and you must be in your permanent file.
- **Thesis/research paper and defense thereof** as outlined in SIUC's graduate catalog.
- **A review course or self-study course for taking the registration examination for dietitians.** The purchase and completion of a review manual or self-study course can be used as a substitute for attending a 2-day review course. Proof of completing study guide activities (e.g., copies of completed questions, completed worksheets, completed practice examination) must be provided to DI Program Director for appropriate documentation in your permanent file.

The *Study Guide for the Registration Examination for Dietitians*, 9<sup>th</sup> ed., from The Academy of Nutrition and Dietetics (\$65.00) is an appropriate self-study guide. It includes a disk version that simulates the computerized registration examination format.

If completion of a two-day or longer Registration Examination Review Course is your preferred method of compliance, then proof of registration (receipt for payment of course) and attendance (copy of course syllabus' first 5 pages) must be provided to DI Director for inclusion in your permanent file.

Purpose of self-study or review-course-completion requirement is to provide formal preparation for writing Registration Examination for Dietitians and to provide guidance in developing a personal study plan. Intent is to increase your chances of passing the RD exam on your first try. Fulfilling this requirement does not guarantee that Registration Examination for Dietitians will be passed.

### ***Important Final Task***

Use *Part I: 4* for final self-assessment of program when all activities listed above have been completed. Then schedule an appointment with DI Director (plan ½ to 1 hour) to corroborate your self-assessment. If all required materials are present in your permanent file, an official **Verification Statement to write the examination for dietitians** will be issued by the DI Director and other necessary communication with the Commission on Dietetic Registration will be completed.

**Check List for Dietetic Internship and Master's Degree  
in Food and Nutrition—Concentration, Community Nutrition**

*Verification Statement of readiness to take RD Exam is issued AFTER all items are completed.*

Name \_\_\_\_\_ ID # \_\_\_\_\_

<u>ITEM</u>		<u>Date or Notation</u>
Didactic Program in Dietetics (DPD) Verification <sup>1,2</sup> <b>COMPLETED !</b>		
<b>OFFICIAL ORIGINAL FINAL TRANSCRIPTS SHOWING DEGREE<sup>2</sup></b>		
Program of Study (signed) <sup>2</sup>		
Rotation Sites	Clinical:	
	Management:	
	Community:	
Confidentiality Statement (student sign)/HIPPA Training <sup>1</sup>		
Proof of Immunity <sup>1,3</sup> and Current TB Test <sup>1</sup>		
Hepatitis B Vaccination or Declination Statement Signed <sup>1</sup>	Completed: Declined <sup>5</sup> :	
Background Check		
Drug Screening		
CPR Training		
Vita or Resume <sup>1</sup>		
Objectives for supervised practice experience <sup>1</sup>		
Self-Assessment Tool for Public Health Nutritionists completed	Before Course Work:	
	Before Practicum:	
	After Practicum:	
	1 Year after Practicum	
Selected Thesis or Research Report Advisor (and committee)		
Selected Thesis or Research Report Topic:		
Oral Comprehensive Exam (thesis defense) Scheduled		
Oral Comprehensive Exam Passed <sup>4</sup>		
Thesis or Research Report Accepted by Grad School <sup>4</sup>		
Clinical Rotation	Competencies	
	SPRE Form & Grade Sheet	
Management Rotation	Competencies	
	SPRE Form & Grade Sheet	
Community Rotation	Competencies	
	SPRE Form & Grade Sheet	
Rotation Evaluation Forms (Student Handbook )	Clinical	
	Management	
	Community	
FN 581. Post-Rotation Description (Student Handbook)		
FN 581. How I Completed Competencies (Student Handbook)		
Comprehensive Exam or Review Course <sup>4</sup>		
<b>ORIG. RDE Misuse Student signature Form</b>		
<b>ORIG. Verif. Statement Issued to write RD Examination<sup>4</sup> (2 for stu's file)</b>		

<sup>1</sup>Required before starting supervised practice experience. <sup>2</sup>Required before registering for second semester.

<sup>3</sup>Immunization requirements as outlined in the Graduate Catalog and DI Handbook.

# Program of Study Guide

Master of Science Degree in Food and Nutrition—Concentration, Community Nutrition  
and  
Dietetic Internship Program—Emphasis, Community Nutrition

## EXAMPLE. Fall 2013 Program Entry

38 credit hours (research paper). 38-41 credit hours (thesis) 3 credit hours/course except EPSY 506 (4), FN 581 (1), FN 599 (3-99), FN 593 (1-3)

← Year 1 →			← Year 2 →			← Year 3 →	
2013	2014		2015				
Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
<b>FN 540</b> Nutrition Policy, Programs & Services <b>EPSY 506</b> Inf Stat <b>ANS 500</b> Res Method <b>FN 581</b> Seminar 11 hrs.	<b>FN 530/ FN 585</b> Adv C N /ANA&Ed <b>HED 583</b> U.S. Health System <sup>1</sup> <b>HED 593</b> Adv Epidemiology <sup>2</sup> 9 hrs.	<b>FN 599</b> Thesis <u>or</u> <b>FN 593</b> Res Paper <u>or</u> Elective (s) 1-3 hrs.	<b>FN 574</b> Adv MNT <b>FN 581</b> Seminar <b>FN 599</b> Thesis <u>or</u> <b>FN 593</b> Res Paper <u>or</u> Elective (s) 4-7 hrs.	<b>FN 580</b> Supervised Practice <b>FN 580</b> Supervised Practice 6 hrs.	<b>FN 580</b> Supervised Practice 3 hrs.		

### Notes:

1. Up to 99 credit hours can be taken toward a thesis. Only 6 of them count toward the master's degree. Only 1 to 3 credit hours can be taken for completing a research paper.
2. Always check current Schedule of Classes for course offerings and times (<http://registrar.siu.edu/records/schedclass.htm>).
3. Students must earn a "B" or better in core courses prior to starting rotations. These courses include FN 574 (advanced medical nutrition therapy); FN 540 (nutrition policy, programs, and services); FN 530 (advanced nutritional assessment and education); FN 581 (seminar), and ANS 500 (research methods). Students must also earn a grade of "B" or better in supervised practice courses: FN 580 A, B, C, (nutrition practicum in the community: 580 A clinical, 580 B management, 580 C community).
4. **FN 425** (Energy and Protein Utilization) and **FN 480** (Community Nutrition) are required if not taken as an undergraduate, or if grade was less than a "B".

The *Community Nutrition* concentration requires 38 - 41 credit hours from the following: FN 540, FN 574, FN 585, ANS 500, FN 530, HED 593, HED 583 or HED 500, EPSY 506, FN 581, (FN 599, FN 593 and/or electives), FN 580A, FN 580B, FN 580C. The thesis option requires a committee that is composed of at least 2 program faculty members and one faculty member from outside of department. The research paper option will require only a departmental faculty advisor and an additional 3 credits of electives. The professional track option will require an additional 6 credits of electives. The Master's degree candidates must pass a comprehensive oral examination conducted by their committee, covering all graduate work including thesis or research paper.

<sup>1</sup> HED 500 (3 cr hrs) Community Organization for Health Education OR HED 532 Administration may be taken instead if available depending on your career goals (if available).

<sup>2</sup> HED 493 (3 cr hrs) Public Health Informatics (vital statistics) may be taken instead if available.

# Individualized Program of Study

**Name:**

**Advisor for Thesis or  
Research Paper:**

**Additional Committee  
Members (1 FN and 1  
outside dept.):**

**Proposed Topic:**

Signatures \_\_\_\_\_  
(Student)

Date \_\_\_\_\_

\_\_\_\_\_  
(DI Director)

\_\_\_\_\_



## **Food and Nutrition Program Faculty & Staff**

*College of Agricultural Sciences, Department of Animal Science, Food and Nutrition  
Southern Illinois University Carbondale*

### **Human Nutrition & Dietetics Faculty**

**William J Banz, PhD, RD,**  
*Specialization: Nutritional Sciences*  
Chair and Professor  
453-1763

**Jeremy Davis, PhD, RD**  
*Specialization: Nutritional Sciences*  
Assistant Professor  
453-1760

**Sara Long Roth, PhD, RD**  
*Specialization: Medical Nutrition Therapy*  
Professor  
453-7512

**Srimathi Kannan, Ph.D**  
*Specialization: Community Nutrition Interventions*

### **Hospitality & Tourism Administration Faculty**

**Nicole Davis, PhD**  
*Specialization: Tourism & Social Media*  
Instructor  
453-7516

**Sylvia Smith, PhD**  
*Specialization: Farm to Table & Hospitality*  
Assistant Professor  
453-7567

## Internship Sites & Preceptors Community Sites

Internship Site	Primary Preceptor	Preceptors	Address	Phone	E-Mail
Shawnee Health Center	Gail Peterman, RD, LDN, CDE		Carterville Family Practice 1006 S Division Carterville, IL	618.985.4841	<a href="mailto:Eatwell4u@gmail.com">Eatwell4u@gmail.com</a>
Family Care Health Centers Forest Park Southeast	Beth Kreisler, RD, LD	Amy Callico, RD, LD Nutrition Services and WIC Coordinator	401 Holly Hills Ave. St Louis, MO 63111	314.353.5190 x3043	<a href="mailto:Kreisb@pha.mopublic.org">Kreisb@pha.mopublic.org</a>
IL Dept. of Human Services Springfield	<b>All IDHS: PENNY ROTH</b> Penny Roth, MS, RD, LDN Bureau of Family Nutrition	Stephanie Bass, MS, RD Nutrition Services Coordinator Bureau of Family Nutrition	815/823 E Monroe St Springfield, IL 62701	217.782.2166	<a href="mailto:Penny.Roth@illinois.gov">Penny.Roth@illinois.gov</a> <a href="mailto:Stephanie.bess@illinois.gov">Stephanie.bess@illinois.gov</a>
IL Dept. of Human Services Rockford	Regional Nutritionist Consultant	Shirley Smith, MS, RD Ginny Belt, RD	107 North 3 <sup>rd</sup> Street Rockford, IL 61107	815.987.7964 815.987.7963	<a href="mailto:Shirley.r.smith@illinois.gov">Shirley.r.smith@illinois.gov</a> <a href="mailto:Ginny.belt@illinois.gov">Ginny.belt@illinois.gov</a>
IL Dept. of Human Services Chicago	Regional Nutritionist Consultant	LaShon Reese, Med, RD Bindi Desai Lessing, MS, RD Robin Colbert, MS, RD	401 South Clinton Chicago, IL 60607	312.814.8777 312.793.1646 312.793.1641	<a href="mailto:Lashon.reese@illinois.gov">Lashon.reese@illinois.gov</a> <a href="mailto:Bindi.Lessing@illinois.gov">Bindi.Lessing@illinois.gov</a> <a href="mailto:robin.colbert@illinois.gov">robin.colbert@illinois.gov</a>
	State Breastfeeding Coordinator	Brenda Matthews, MS, RD		312.793.8811	<a href="mailto:brenda.matthews@illinois.gov">brenda.matthews@illinois.gov</a>
IL Dept. of Human Services Southern Illinois	Regional Nutritionist Consultants	<i>Cheryl Metheny, MS, RD, CDE, CLC, LDN</i>  <i>Melissa Banz, MS, RD, LDN</i>	1107 West DeYoung Marion, IL 62959	618.993.7493  618.993.7494	<a href="mailto:Cheryl.metheny@illinois.gov">Cheryl.metheny@illinois.gov</a>  <a href="mailto:Melissa.banz@illinois.gov">Melissa.banz@illinois.gov</a>
Lake County Health Department and Community Health Center (WIC)	Katie Parry, MPH, RD, LDN	Melinda Lund, MS, RD, LDN Assistant Coordinator	2400 Belvidere Road Waukegan, IL 60085-2399	847.377.8481 Patti 847.377.8420 Clinic	<a href="mailto:kparry@co.lake.il.us">kparry@co.lake.il.us</a> <a href="mailto:mlund@co.lake.il.us">mlund@co.lake.il.us</a>

Internship Site	Primary Preceptor	Preceptors	Address	Phone	E-Mail
Jackson County Health Department (WIC)	Jennifer Nance, MS, RD, LDN, CLC		415 Health Department Road Murphysboro, IL 62966	618.684.3143 X165	<a href="mailto:jennifern@jchdonline.org">jennifern@jchdonline.org</a>
Saint Louis Area Agency on Aging	Rochelle Hill, RD		1520 Market Street 4th Floor Rm # 4065 Saint Louis, MO 63103	314.657.1672	<a href="mailto:hillro@stlouiscity.com">hillro@stlouiscity.com</a>
Mid-East Area Agency on Aging	Nancy Lockwood, RD		14535 Manchester Road Manchester, MO 63011-3960	636.207.0847, ext.125	<a href="mailto:nlockwood@mid-eastaaa.org">nlockwood@mid-eastaaa.org</a>
Southern Illinois University Head Start	Cathy Reed, Director	Toni Kay Wright, MS, RD	Carbondale, IL 62901	618-453-6448	<a href="mailto:cjreed@siu.edu">cjreed@siu.edu</a> <a href="mailto:tkwright@siu.edu">tkwright@siu.edu</a>
University of Illinois Extension SNAP-Ed	Trinity Allison, MS, RD, LDN		1212 Route 14 West Benton, IL 62812	618.439.3178	<a href="mailto:trinitya@illinois.edu">trinitya@illinois.edu</a>
USDA Chicago SNAP- Ed	Nancy Ranieri RD, LD		USDA- Food and Nutrition 77 W Jackson Blvd 20 <sup>th</sup> Floor Chicago, IL 60604	312.353.1780	<a href="mailto:Nancy.ranieri@fns.usda.gov">Nancy.ranieri@fns.usda.gov</a>
Unity Point School	Ulli Tragoudas, MS, RD, LDN		4033 S Illinois Ave Carbondale, IL 62903	618.529.4151	<a href="mailto:utragoudas@up140.jacksn.k12.il.us">utragoudas@up140.jacksn.k12.il.us</a>
St. Louis District Dairy Council	Kelly Bristow, RD, LD		325 North Kirkwood Road Suite 222 St. Louis, MO 63122	314.835.9668	<a href="mailto:kbristow@stdairyCouncil.org">kbristow@stdairyCouncil.org</a>

## Internship Sites & Preceptors Clinical and Management Sites

Internship Site	Primary Preceptor	Preceptors	Address	Phone	E-Mail
Memorial Hospital of Carbondale	David Gray, Mgmt	Jan Danley, MS, RD, LDN Stephanie Wood, RD, LDN	405 West Jackson PO Box 10,000 Carbondale, IL 62902	618.549.0721 X 65165 David X 65226 Dietitians	<a href="mailto:David.gray@sih.net">David.gray@sih.net</a> <a href="mailto:Jan.Danley@sih.net">Jan.Danley@sih.net</a>
Mercy Hospital <b>NOTE: Requires Background Check &amp; proof of Hepatitis A &amp; recent PPD.</b>	Maggie Long, MA, RD Clinical Nutrition Manager Don Grace, CEC, Fd Productn Mngr, Culinary Services (Mgmt)		Nutrition & Culinary Services 615 New Ballas Road St Louis, MO 63141-8277	314.251.6282 Fax: 314.251.1881  314.251.1876	Maggie <a href="mailto:maggie.long@mercy.net">maggie.long@mercy.net</a> Chef Don <a href="mailto:donald.grace@mercy.net">donald.grace@mercy.net</a>
St Mary's/Good Samaritan, Inc.	Jean Wood, MS, RD, LDN Director, Nutr Services Hollie Colle MS, RD, Clin Mngr Nutr Serv	Good Sam 605 N 12 <sup>th</sup> St Mt V IL 62864	St Mary's 400 N Pleasant Centralia IL 62801	618.241.3807 618.241.2257	<a href="mailto:Jean_wood@ssmhc.com">Jean_wood@ssmhc.com</a> <a href="mailto:hollie_colle@ssmhc.com">hollie_colle@ssmhc.com</a>
Heartland Regional Medical Center <b>NOTE: Requires Background check.</b>	Sarah Sheffer, MS, RD, LDN (MNT) Mike Cremeans (Mgmt)		3333 West DeYoung Marion, IL 62959	618.998.7050 618.998.7839	<a href="mailto:Sarah_Sheffer@chs.net">Sarah_Sheffer@chs.net</a> <a href="mailto:Mike_Cremeans@chs.net">Mike_Cremeans@chs.net</a>
Baptist Health	Beth Mueth, RD		Food and Nutrition Services 2501 Kentucky Ave Paducah, KY 42003-3200	270.575.2141 270.575.2143	<a href="mailto:beth.mueth@bhsi.com">beth.mueth@bhsi.com</a>
Veterans Administration Medical Center	Sandy Long, RD, LDN Carla Barton, Mgmt	Cathy Ludwig-Bell, PhD, RD Natalie DeMello, MS, RD Michele Martin, MS, RD Kelly Gates, RD Sharon Peterson, PhD, RD	2401 West Main Marion, IL 62959	618.997.5311 Ext 54268 Sandy Ext 54360 Carla	<a href="mailto:Sandra.Long@va.gov">Sandra.Long@va.gov</a> <a href="mailto:carla.barton@va.gov">carla.barton@va.gov</a> <a href="mailto:Cathy.Ludwig-bell@va.gov">Cathy.Ludwig-bell@va.gov</a> <a href="mailto:Natalie.DeMello@va.gov">Natalie.DeMello@va.gov</a> <a href="mailto:Michele.Martin2@va.gov">Michele.Martin2@va.gov</a> <a href="mailto:Kelly.gates@va.gov">Kelly.gates@va.gov</a>

\*This list may change as the semester changes.

## Rotations by Location

*(One way mileage)*

STATE	CITY	SITE	MILES from C'DALE	ROTATION TYPE
<b>IL</b>	Benton	U of I Extension	33	Community
	Carbondale	Memorial Hosp Carbondale	0	Mgmt & Clin
	Carterville	Shawnee Health Center	10	Community
	Centralia	St Mary's Hospital	70	Mgmt & Clin
	Chicago	IDHS	340	Community
	DuQuoin	IDHS	21	Community
	Marion	IDHS	20	Community
	Marion	Heartland Regional Medical Ctr	16	Mgmt & Clin
	Marion	VA Medical Center	16	Mgmt & Clin
	Murphysboro	Jackson County Health Dept	8	Community
	Mt Vernon	Good Samaritan	60	Mgmt & Clin
	Rockford	IDHS	390	Community
	Springfield	IDHS	190	Community
Waukegan	Lake Co Health Dept. & CHC	380	Community	

<b>KY</b>	Paducah	Baptist Health	80	Mgmt & Clin
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<b>MO</b>	St Louis	Family Care Health Centers of Carondolet	110	Community
	St Louis	Mid-East Area Agency on Aging	110	Community
	St Louis	St John's Mercy Medical Center	110	Mgmt & Clin
	St Louis	St Louis Area Agency on Aging	110	Community

## Tips for Success during Supervised Practice

Progressive Steps Through Supervised Practice	Do	Don't
Self-Assessment: Acceptance of Placement	<ol style="list-style-type: none"> <li>1. Analyze your interests, values &amp; goals &amp; be certain your faculty advisor is fully aware of them.</li> <li>2. Despite temporary placement &amp; student status, regard yourself as a professional &amp; a member of the staff.</li> <li>3. Prepare yourself to expect &amp; accept that problems &amp; frustrations will occur.</li> <li>4. When problems occur, be patient &amp; pleasant; cope with problems with an attitude toward solution &amp; negotiation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not act as if you know all the answers. Remember, as a student, you are placed in the agency for a learning experience.</li> <li>2. Do not let yourself become involved in internal conflict or "chatter".</li> </ol>
Routine Office Matters	<ol style="list-style-type: none"> <li>1. Be sure to find out where you are to work—office, desk space, chair, telephone, etc. so you know your operational base.</li> <li>2. Be aware of office practices regarding dress, protocol, office hours and flexibility, holidays. Follow rules set for regular staff.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not expect any special treatment.</li> </ol>
Orientation	<ol style="list-style-type: none"> <li>1. Request &amp; read information you need regarding the organizational structure, names of key people, office policies &amp; procedures to facilitate your orientation.</li> <li>2. Determine what information you may need which has already been compiled. Find out who is knowledgeable in your own office and others.</li> <li>3. Become familiar with the entire agency so you can see where you fit.</li> </ol> <p style="margin-left: 40px;">Review:</p> <ol style="list-style-type: none"> <li>a. Annual reports, program plans, program descriptions, etc.</li> <li>b. Budget documents</li> <li>c. Organization charts</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not take too long to familiarize yourself with the agency, staff, etc.</li> <li>2. Do not let yourself "take sides" in office politics.</li> <li>3. Do not be critical of the nutrition staff if documents &amp; plans do not follow the format learned in school. The format &amp; procedures for such documents as plans, budgets, etc. are usually dictated by the agency or a higher governmental entity.</li> </ol>
Integrating into the New Environment	<ol style="list-style-type: none"> <li>1. Initially, learn to fit in by being formal toward everyone. Then gradually, depending upon the climate, establish a friendly/pleasant working relationship with other employees.</li> <li>2. Be ready and prepared to offer suggestions and so show initiative.</li> <li>3. Learn quickly, the people who facilitate the work-flow.</li> <li>4. Attempt to gain an appreciation for the clerical and secondary functions of the agency, for they are the building</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not become so assertive as to threaten other employees; however, appear competent enough to establish a basis for receiving favorable recommendations.</li> <li>2. Do not exercise authority.</li> <li>3. Do not become "pigeon-holed", but attempt to expand your knowledge by contacting program managers in other divisions to gain insight into the organization as a whole. Contacting managers in other agency units or</li> </ol>

	<p>blocks of the primary mission. A finished project can be delayed, altered, or expedited depending upon the inclination of the clerical staff!</p> <ol style="list-style-type: none"> <li>5. Develop a list of persons to know in your working environment so when you need to contact them, you have their phone numbers. You may want to include other information, e.g., the context of your meeting, the date, the person's position, etc.</li> <li>6. In order to become involved with the process of management, make an effort to attend meetings, be included on reading lists, and in other day-to-day management activities.</li> <li>7. Record events that occur to assist with preparation of your documentation for the competencies (keep a daily journal of what you are doing and learning).</li> </ol>	<p>other agencies should always be coordinated through your preceptor.</p>
<p><b>Establishing the Task(s) &amp; Assignments</b></p>	<ol style="list-style-type: none"> <li>1. Establish the expectations, limitations, and directions of the competencies with your preceptor at the beginning of your rotation.</li> <li>2. Evaluate your assignments in terms of the amount of time available during your rotation.</li> <li>3. If occasionally asked to perform routine work, remain pleasant and complete the tasks. However, if a majority of your assignments constitute busywork, speak with your preceptor. If necessary, inform the Dietetic Internship Program Director and ask for assistance.</li> <li>4. Plan carefully around the time available to you so time limitations will not be a problem. Draw a time line so you and your supervisor will be able to realize the time required for an assignment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not hesitate to contact the internship Director if the experiences are not in line with the competencies.</li> <li>2. If you feel a task is irrelevant, do not accept the task without asking questions about its relevance. However, do not ask questions in such a way as to be offensive.</li> <li>3. Do not allow yourself to be overloaded with tasks no other staff member will do.</li> <li>4. Once you have learned a procedure or task, do not be tempted to repeat it. Your mission is to move on and gain as much varied experience as possible.</li> <li>5. Do not pretend you performed a certain type of task when, in fact, you have not; do not refrain from asking questions until you understand the task at hand.</li> <li>6. If you leave an unfinished product, do not leave it in such a condition that no one else would be able to continue working with it.</li> </ol>
<p><b>Developing Student/Preceptor Rapport</b></p>	<ol style="list-style-type: none"> <li>1. Establish a good working relationship so you will be able to talk freely about what you are receiving or lacking from the experience.</li> <li>2. Assure your field advisor you have a desire to learn and you are putting forth all efforts to make the experience worthwhile.</li> <li>3. If you suffer from "lack of guidance", remedy the situation by either</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not fail to have regularly-scheduled meetings with your field advisor so you can acquire feedback.</li> </ol>

	<p>approaching your preceptor or dietetic internship Director. However, it is necessary to respect the preceptor's extensive responsibilities and to be as understanding of his/her work schedule as he/she is of yours.</p> <ol style="list-style-type: none"> <li>4. You should be innovative and not expect constant supervision. Be positive and demonstrate initiative.</li> <li>5. With respect to your preceptor, remember he/she is responsible for your relations with other sections &amp; departments. Make contacts pleasant, productive, and quick—not wanting to be the cause of any negative feelings between you and others.</li> </ol>	
Vital Elements of Successful Experience	<ol style="list-style-type: none"> <li>1. Do make the most of your situation. Gain as much experience and knowledge as possible, and at the same time make a meaningful contribution to the agency.</li> <li>2. Follow through on whatever job you undertake; deadlines are important and should be strictly adhered to.</li> <li>3. As a student, be aware that educational training is an important tool to be used in the working world. The classroom theories are helpful, but there are exceptions and situations that require flexibility and experience when putting book-learning to work in the "real world."</li> <li>4. Develop and maintain careful, quality work habits.</li> <li>5. Since staff may be busy, schedule meetings with individuals several days in advance.</li> <li>6. Take advantage of training workshops offered inside and outside of the organization.</li> <li>7. Keep a positive attitude and remember that new ideas take a long time to implement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not become discouraged when your prepared reports go through a refining process when reviewed by staff. Remember, they are the experts and know what will get the job done. Your job is to gain experience and knowledge while keeping an open mind</li> <li>2. Do not refrain from contributing.</li> <li>3. Do not be defensive when you make mistakes. Mark it off as par for the course and continue on. Remember you are there to develop your talents and skills.</li> <li>4. Do not allow yourself to become involved in issues which came to friction before you came on board, nor become involved in office politics (be an impartial observer).</li> </ol>
Future Direction	<ol style="list-style-type: none"> <li>1. Be aware of the possibility you may discover a change in your career objectives based upon your experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not expect to be an expert upon completion of your supervised experiences. But do realize you will be "practice-ready" as an entry level dietitian.</li> </ol>

Adapted from Koehler, Cortus T.: The Intern and the Internship from Beginning to End, Teaching Pol. Sci., pp. 329-335, April, 1980.



## Rotation Binders and Faculty Supervisor Visits

1. Before you start your rotations, you will be provided with 3 blank Curriculum Guide Forms: one each for clinical, management, and community. Bring the appropriate form to each Student Practice Review Evaluation (SPRE) with your preceptor and faculty supervisor. ***Have this form with you for both telephone conference visits as well as on-site visits.*** You will be responsible for these forms until they are completed and filed in your permanent file in DI Director's office.
2. As appropriate, please write notes on Competency/Learning Outcomes forms, except under E/S/U/I column. Your faculty supervisor indicates excellent (E), satisfactory (S), unsatisfactory (U), or incomplete (I) in the S/U/I column. During SPRE meetings held by telephone conference call, your faculty supervisor may ask your preceptor to indicate your progress in the E/S/U/I column.
3. Some preceptors are interested in initialing completed competencies and some are not. Please be sensitive to their preferences on this issue.
4. Before your rotations, procure 3 large 3-ring binders (D-ring binders work best).
5. Prepare lift-off tabs or index dividers and label each as a competency. For example:
  - 1.A.
  - 1.B.
  - 2.A.

You may devise a different system, if you get your faculty supervisor's approval first. *Keep your written work and supporting materials organized by competency number and letter.* These materials will be useful to you as you begin your early career as a dietitian. The forms and examples from your rotations will provide you with valuable resources!

6. Send, personally deliver, or email your competency descriptions and supporting materials (brochures, etc.) to your faculty supervisor prior to each SPRE visit. Allow at least 3 business days to review. If you send to SIU, it may take longer.

Dietetic Internship Coordinator  
Quigley Hall, Mailcode 4317  
Southern Illinois University  
Carbondale, IL 62901

7. Do not provide faculty supervisor with your entire binder! Send only your current written materials that need reviewed along with their supporting documents. Your materials will be returned to you in the same order they are received.

## CORE COMPETENCIES\* & SUPERVISED PRACTICE

**1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice.**  
 Upon completion of the program, graduates are able to:

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Community (Part VI: #19)</b>	<b>Management (Part V: #18)</b>	<b>Clinical (Part IV: #14)</b>
<b>CRD 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives		✓	✓	✓
<b>CRD 1.2</b> Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice	<b>FN 574</b> Grade: ____ <b>Thesis/ Research Project</b> Advisor: Pass/Fail			✓
<b>CRD 1.3</b> Justify programs, products, services and care using appropriate evidence or data		✓		
<b>CRD 1.4</b> Evaluate emerging research for application in dietetics practice	<b>FN 581</b> Grade: ____ <b>Thesis/ Research Project</b> Advisor: Pass/Fail	✓		✓
<b>CRD 1.5</b> Conduct projects using appropriate research methods, ethical procedures and data analysis	<b>Thesis/ Research Project</b> Advisor: Pass/Fail	✓		

\*Competency statements are from the Accreditation Council for Education in Nutrition and Dietetics of The Academy of Nutrition and Dietetics, 2012 Accreditation Standards for Internship Programs in Nutrition and Dietetics (IP).

**2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.**

Upon completion of the program, graduates are able to:

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Community Rotation</b>	<b>Management Rotation</b>	<b>Clinical Rotation</b>
<b>CRD 2.1</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics		✓	✓	✓
<b>CRD 2.2</b> Demonstrate professional writing skills in preparing professional communications (Tip: <i>Examples include research manuscripts, project proposals, education materials, policies and procedures</i> )	<b>FN 540:</b> GP Grade: __ <i>Letters to Policy Makers</i> LP Grade: __ Legislation Leg Grade: __ Overall: __ <b>FN 530:</b> Book Review BR Grade: __ <i>40-hr Site Experience</i> SE Grade: __ Overall: __ <b>Thesis/ Research Project</b> Pass/Fail	✓	✓	✓
<b>CRD 2.3</b> Design, implement and evaluate presentations to a target audience (Tip: <i>A quality presentation considers life experiences, cultural diversity and educational background of the target audience.</i> )	<b>FN 530:</b> Site Experience SE Grade: __ <i>Nutrition Project</i> NP Grade: __ Overall: __	✓	✓	✓

<b>CRD 2.4</b> Use effective education and counseling skills to facilitate behavior change	<b>FN 530:</b> Counseling Video: ___			✓
<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Community Rotation</b>	<b>Management Rotation</b>	<b>Clinical Rotation</b>
<b>CRD 2.5</b> Demonstrate active participation, teamwork and contributions in group settings	<b>FN 581</b> Grade: ___	✓	✓	✓
<b>CRD 2.6</b> Assign patient care activities to DTRs and/or support personnel as appropriate (Tip: <i>In completing the task, students/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.</i> )				✓
<b>CRD 2.7</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice		✓		✓
<b>CRD 2.8</b> Apply leadership skills to achieve desired outcomes		✓	✓	✓
<b>CRD 2.9</b> Participate in professional and community organizations (Examples: <i>SIDA, IDA, &amp; The Academy</i> )		✓	✓	✓
<b>CRD 2.10</b> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services (Tip: <i>Other health professionals include physicians, nurses, pharmacists, etc.</i> )		✓	✓	✓
<b>CRD 2.11</b> Demonstrate professional attributes within various organizational cultures (Tip: <i>Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.</i> )		✓	✓	✓
<b>CRD 2.12</b> Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration	<b>FN 581</b> Grade: ___	✓	✓	✓

<b>CRD 2.13</b> Demonstrate negotiation skills (Tip: <i>Demonstrating negotiating skills includes showing assertiveness when needed, while respecting life experiences, cultural diversity and educational background of the other parties.</i> )			✓	✓

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

Upon completion of the program, graduates are able to:

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Community Rotation</b>	<b>Management Rotation</b>	<b>Clinical Rotation</b>
<p><b>CRD 3.1</b> Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings</p> <ul style="list-style-type: none"> <li><b>a.</b> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</li> <li><b>b.</b> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</li> <li><b>c.</b> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</li> <li><b>d.</b> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</li> <li><b>e.</b> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting</li> </ul>	<p><b>FN 574</b> Grade: ____</p>	✓		✓
<p><b>CRD 3.2</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats. (Tip: <i>Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.</i>)</p>		✓	✓	✓

<b>CRD 3.3</b> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management (Tip: <i>Students/interns should consider health messages and interventions that integrate the consumer's desire for taste, convenience and economy with the need for nutrition, food safety.</i> )		✓		
<b>CRD 3.4</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends		✓		✓
<b>CRD 3.5</b> Coordinate procurement, production, distribution and service of goods and services (Tip: <i>Students/interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.</i> )			✓	
<b>CRD 3.6</b> 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. Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.**

Upon completion of the program, graduates are able to:

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Community Rotation</b>	<b>Management Rotation</b>	<b>Clinical Rotation</b>
<b>CRD 4.1</b> Participate in management of human resources			✓	
<b>CRD 4.2</b> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food			✓	

<b>CRD 4.3</b> Participate in public policy activities, including both legislative and regulatory initiatives	<b>FN 540:</b> Legislation Leg Grade: __ Overall: __	✓		
<b>CRD 4.4</b> Conduct clinical and customer service quality management activities			✓	✓
<b>CRD 4.5</b> Use current informatics technology to develop, store, retrieve and disseminate information and data		✓	✓	✓
<b>CRD 4.6</b> Analyze quality, financial or productivity data and develop a plan for intervention			✓	✓
<b>CRD 4.7</b> Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment			✓ new	
<b>CRD 4.8</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits			✓	
<b>CRD 4.9</b> Analyze financial data to assess utilization of resources			✓	
<b>CRD 4.10</b> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	<b>FN 530:</b> Nutrition Project NP Grade: __ Overall: __		✓	
<b>CRD 4.11</b> Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers				✓

**5. Community emphasis competencies/learning outcomes.**

Upon completion of the program, graduates are able to:

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Community Rotation</b>	<b>Management Rotation</b>	<b>Clinical Rotation</b>
<b>CRD 5.1</b> Observe and evaluate nutrition and health care for diverse population groups across the lifespan.	<b>FN530:</b> 40-hr Site Experience SE Grade: __ Overall: __	✓		
<b>CRD 5.2</b> Conduct community-based nutrition and health program outcome assessment/evaluation.	<b>FN 540:</b> Health Promo Project HP Grade: __ Overall: __	✓		
<b>CRD 5.3</b> Compare and contrast community-based food and nutrition programs.		✓		
<b>CRD 5.4</b> Participate in needs assessment, nutrition surveillance and/or monitoring of target groups or communities	<b>FN 540</b> Health Promo Project HP Grade: __ Program Planning PP Grade: __ Overall: __	✓		
<b>CRD 5.5</b> Participate in community-based research.		✓		
<b>CRD 5.6</b> Participate in nutrition and health policy development and evaluation based on community needs and resources	<b>FN 540:</b> Legislation L Grade: __ Overall: __	✓		



<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Community Rotation</b>	<b>Management Rotation</b>	<b>Clinical Rotation</b>
<b>CRD 5.7</b> Consult with organizations regarding food access for target populations		✓		
<b>CRD 5.8</b> Develop a health promotion/disease prevention intervention project.	<b>FN 540:</b> Health Promo Project HP Grade: __	✓		
<b>CRD 5.9</b> Participate in waived point-of-care testing, such as hematocrit and blood glucose levels, and conduct general health assessment, e.g., blood pressure and vital signs.		✓		

## Part III: Intern Responsibilities

### Code of Ethics for the Profession of Dietetics<sup>1</sup>

# from the association

## American Dietetic Association/Commission on Dietetic Registration Code of Ethics for the Profession of Dietetics and Process for Consideration of Ethics Issues

### PREAMBLE

The American Dietetic Association (ADA) and its credentialing agency, the Commission on Dietetic Registration (CDR), believe it is in the best interest of the profession and the public it serves to have a Code of Ethics in place that provides guidance to dietetics practitioners in their professional practice and conduct. Dietetics practitioners have voluntarily adopted this Code of Ethics to reflect the values (Figure) and ethical principles guiding the dietetics profession and to set forth commitments and obligations of the dietetics practitioner to the *public, clients, the profession, colleagues, and other professionals*. The current Code of Ethics was approved on June 2, 2009, by the ADA Board of Directors, House of Delegates, and the Commission on Dietetic Registration.

### APPLICATION

The Code of Ethics applies to the following practitioners:

- In its entirety to members of ADA who are Registered Dietitians (RDs) or Dietetic Technicians, Registered (DTRs);
- Except for sections dealing solely with the credential, to all members of ADA who are not RDs or DTRs; and
- Except for aspects dealing solely with membership, to all RDs and DTRs who are not members of ADA.

All individuals to whom the Code applies are referred to as "dietetics practitioners," and all such individuals who are RDs and DTRs shall be known as "credentialed practitioners." By accepting membership in ADA and/or accept-

ing and maintaining CDR credentials, all members of ADA and credentialed dietetics practitioners agree to abide by the Code.

### PRINCIPLES

#### Fundamental Principles

- The dietetics practitioner conducts himself/herself with honesty, integrity, and fairness.**
- The dietetics practitioner supports and promotes high standards of professional practice. The dietetics practitioner accepts the obligation to protect clients, the public, and the profession by upholding the Code of Ethics for the Profession of Dietetics and by reporting perceived violations of the Code through the processes established by ADA and its credentialing agency, CDR.**

#### Responsibilities to the Public

- The dietetics practitioner considers the health, safety, and welfare of the public at all times.**  
The dietetics practitioner will report inappropriate behavior or treatment of a client by another dietetics practitioner or other professionals.
- The dietetics practitioner complies with all laws and regulations applicable or related to the profession or to the practitioner's ethical obligations as described in this Code.**
  - The dietetics practitioner must not be convicted of a crime under the laws of the United States, whether a felony or a misdemeanor, an essential element of which is dishonesty.

b. The dietetics practitioner must not be disciplined by a state for conduct that would violate one or more of these principles.

c. The dietetics practitioner must not commit an act of misfeasance or malfeasance that is directly related to the practice of the profession as determined by a court of competent jurisdiction, a licensing board, or an agency of a governmental body.

- The dietetics practitioner provides professional services with objectivity and with respect for the unique needs and values of individuals.**

a. The dietetics practitioner does not, in professional practice, discriminate against others on the basis of race, ethnicity, creed, religion, disability, gender, age, gender identity, sexual orientation, national origin, economic status, or any other legally protected category.

b. The dietetics practitioner provides services in a manner that is sensitive to cultural differences.

c. The dietetics practitioner does not engage in sexual harassment in connection with professional practice.

- The dietetics practitioner does not engage in false or misleading practices or communications.**

a. The dietetics practitioner does not engage in false or deceptive advertising of his or her services.

b. The dietetics practitioner promotes or endorses specific goods or products only in a manner that is not false and misleading.

c. The dietetics practitioner provides accurate and truthful information in communicating with the public.

0002-8223/09/10908-0018\$36.00/0  
doi: 10.1016/j.jada.2009.06.002

<sup>1</sup> Code of Ethics for the Profession of Dietetics. Of Professional Interest. JADA. 2009;8(1461-1467).

ADA values	Principles
<b>Customer Focus:</b> Meets the needs and exceeds expectations of internal and external customers	#5, #9
<b>Integrity:</b> Acts ethically with accountability for life-long learning and commitment to excellence	#1, #2, #4, #5, #6, #7, #10, #11, #12, #13, #17, #18
<b>Innovation:</b> Embraces change with creativity and strategic thinking	
<b>Social Responsibility:</b> Makes decisions with consideration for inclusivity as well as environmental, economic, and social implications	#3, #8, #9, #11, #13, #14, #15, #16, #17, #18, #19

**Figure.** Alignment of American Dietetic Association (ADA) Values to the Principles of the Code of Ethics for the Profession of Dietetics.

**7. The dietetics practitioner withdraws from professional practice when unable to fulfill his or her professional duties and responsibilities to clients and others.**

- a. The dietetics practitioner withdraws from practice when he/she has engaged in abuse of a substance such that it could affect his or her practice.
- b. The dietetics practitioner ceases practice when he or she has been adjudged by a court to be mentally incompetent.
- c. The dietetics practitioner will not engage in practice when he or she has a condition that substantially impairs his or her ability to provide effective service to others.

**Responsibilities to Clients**

8. **The dietetics practitioner recognizes and exercises professional judgment within the limits of his or her qualifications and collaborates with others, seeks counsel, or makes referrals as appropriate.**
9. **The dietetics practitioner treats clients and patients with respect and consideration.**
  - a. The dietetics practitioner provides sufficient information to enable clients and others to make their own informed decisions.
  - b. The dietetics practitioner respects the client's right to make decisions regarding the recommended plan of care, including consent, modification, or refusal.
10. **The dietetics practitioner protects confidential information**

and makes full disclosure about any limitations on his or her ability to guarantee full confidentiality.

11. **The dietetics practitioner, in dealing with and providing services to clients and others, complies with the same principles set forth above in "Responsibilities to the Public" (Principles #3-7).**

**Responsibilities to the Profession**

12. **The dietetics practitioner practices dietetics based on evidence-based principles and current information.**
13. **The dietetics practitioner presents reliable and substantiated information and interprets controversial information without personal bias, recognizing that legitimate differences of opinion exist.**
14. **The dietetics practitioner assumes a life-long responsibility and accountability for personal competence in practice, consistent with accepted professional standards, continually striving to increase professional knowledge and skills and to apply them in practice.**
15. **The dietetics practitioner is alert to the occurrence of a real or potential conflict of interest and takes appropriate action whenever a conflict arises.**
  - a. The dietetics practitioner makes full disclosure of any real or perceived conflict of interest.
  - b. When a conflict of interest cannot be resolved by disclosure,

the dietetics practitioner takes such other action as may be necessary to eliminate the conflict, including recusal from an office, position, or practice situation.

16. **The dietetics practitioner permits the use of his or her name for the purpose of certifying that dietetics services have been rendered only if he or she has provided or supervised the provision of those services.**
17. **The dietetics practitioner accurately presents professional qualifications and credentials.**
  - a. The dietetics practitioner, in seeking, maintaining, and using credentials provided by CDR, provides accurate information and complies with all requirements imposed by CDR. The dietetics practitioner uses CDR-awarded credentials ("RD" or "Registered Dietitian"; "DTR" or "Dietetic Technician, Registered"; "CS" or "Certified Specialist"; and "FADA" or "Fellow of the American Dietetic Association") only when the credential is current and authorized by CDR.
  - b. The dietetics practitioner does not aid any other person in violating any CDR requirements, or in representing himself or herself as CDR-credentialed when he or she is not.
18. **The dietetics practitioner does not invite, accept, or offer gifts, monetary incentives, or other considerations that affect or reasonably give an appearance of affecting his/her professional judgment.**

*Clarification of Principle:*

  - a. Whether a gift, incentive, or other item of consideration shall be viewed to affect, or give the appearance of affecting, a dietetics practitioner's professional judgment is dependent on all factors relating to the transaction, including the amount or value of the consideration, the likelihood that the practitioner's judgment will or is intended to be affected, the position held by the practitioner, and whether the consideration is offered or generally available to persons other than the practitioner.
  - b. It shall not be a violation of this principle for a dietetics

practitioner to accept compensation as a consultant or employee or as part of a research grant or corporate sponsorship program, provided the relationship is openly disclosed and the practitioner acts with integrity in performing the services or responsibilities.

- c. This principle shall not preclude a dietetics practitioner from accepting gifts of nominal value, attendance at educational programs, meals in connection with educational exchanges of information, free samples of products, or similar items, as long as such items are not offered in exchange for or with the expectation of, and do not result in, conduct or services that are contrary to the practitioner's professional judgment.
- d. The test for appearance of impropriety is whether the conduct would create in reasonable minds a perception that the dietetics practitioner's ability to carry out professional responsibilities with integrity, impartiality, and competence is impaired.

#### **Responsibilities to Colleagues and Other Professionals**

19. **The dietetics practitioner demonstrates respect for the values, rights, knowledge, and skills of colleagues and other professionals.**
  - a. The dietetics practitioner does not engage in dishonest, misleading, or inappropriate business practices that demonstrate a disregard for the rights or interests of others.
  - b. The dietetics practitioner provides objective evaluations of performance for employees and coworkers, candidates for employment, students, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.

#### **PROCESS FOR CONSIDERATION OF ETHICS ISSUES**

In accordance with ADA's Code of Ethics, a process has been established

for consideration of ethics issues. This process defines the procedure for review of and response to ethics complaints, including hearings, disciplinary action, and appeals. The process was approved on June 2, 2009, by the ADA Board of Directors, the House of Delegates, and the Commission on Dietetic Registration.

#### **Committee**

A three (3)-person committee, comprised of members of ADA and/or CDR-credentialed practitioners, will be appointed to handle all ethics matters. One person will be appointed each year by the president-elect of ADA, the chairperson of CDR, or the speaker-elect of the House of Delegates (based on the expired term). Terms of office will be for three (3) years. Terms will be staggered to allow for continuity. The chairship will rotate among the three (3) committee members. The chairship will be awarded to the person moving into the third year of the three (3)-year term of office.

The Committee will have authority to consult with subject experts as necessary to conduct its business. The Committee may perform such other educational activities as might be necessary to assist members and credentialed practitioners to understand the Code of Ethics.

#### **Ethics Opinions**

The Committee may issue opinions on ethics issues under the Code of Ethics on its own initiative or in response to a member's or credentialed practitioner's request. These opinions will be available to members and credentialed practitioners to guide their conduct, and will also be available to the public. Situations may be factual or hypothetical, but no names will be disclosed.

#### **Ethics Cases**

**Preamble.** The enforcement procedures are intended to permit a fair resolution of disputes on ethical practices in a manner that protects the rights of individuals while promoting understanding and ethical practice. The Ethics Committee has the authority and flexibility to determine the best way to resolve a dispute, including educational means where appropriate.

#### **1. Complaint**

A complaint that a member or credentialed practitioner has allegedly violated the Code of Ethics for the Profession of Dietetics must be submitted in writing on the appropriate form to the Ethics Committee.

The complaint must be made within one (1) year of the date that the complainant (person making complaint) first became aware of the alleged violation or within one (1) year from the issuance of a final decision in an administrative, licensure board, or judicial action involving the facts asserted in the complaint.

The complainant need not be a member of ADA nor a practitioner credentialed by CDR.

The complaint must contain details on the activities complained of; the basis for complainant's knowledge of these activities; names, addresses, and telephone numbers of all persons involved or who might have knowledge of the activities; and whether the complaint has been submitted to a court, an administrative body, or a state licensure board. The complaint must also cite the section(s) of the Code of Ethics for the Profession of Dietetics allegedly violated.

The complaint must be signed and sworn to by the complainant(s).

#### **2. Preliminary Review of Complaint**

The chair of the Ethics Committee, legal counsel for ADA, and appropriate staff will review the complaint to determine whether all the required information has been submitted by the complainant and whether an ethics question is involved.

If a complaint is made regarding an alleged violation of the Code of Ethics for the Profession of Dietetics and a similar complaint is already under consideration regarding the same individual by a state licensure board of examiners, an administrative body, or a court of law, the Ethics Committee will not process the complaint until a final decision has been issued.

#### **3. Response**

If the preliminary review determines that the process should proceed, the ADA staff or chair of

the Ethics Committee will notify the respondent (person against whom the complaint is made) that a complaint has been made.

The notice will be sent from the staff via certified mail, return-receipt requested. The respondent will be sent a copy of the complaint, the Code of Ethics for the Profession of Dietetics, the Review Process, and the Response to Complaint form.

The respondent will have thirty (30) days from receipt of the notification in which to submit a response. The response must be signed and sworn to by the respondent(s).

If the Ethics Committee does not receive a response, the chair of the Ethics Committee or his or her designee will contact the respondent by telephone. If contact with the respondent is still not made, a written notice will be sent. Failure to reach the respondent will not prevent the Committee from proceeding with the investigation.

The response submitted to the Ethics Committee by the respondent, may, upon request by the complainant, be provided to the complainant following the decision of the Committee.

#### 4. *Ethics Committee Review*

The chair of the Ethics Committee will add the complaint and response to the Committee's agenda, after consultation with legal counsel and appropriate staff. The complaint and the response will be reviewed by the Ethics Committee.

The Committee has broad discretion to determine how to proceed, including, but not limited to, dismissing the complaint, requesting further information from the parties, resolving the case through educational activities, holding a hearing as specified hereafter, or in any other way deemed advisable. The Committee may use experts to assist it in reviewing the complaint and response and determining further action.

At the appropriate time, the Ethics Committee will notify the complainant and the respondent of its decision, which may include the Committee's preliminary opinion with a request that the respondent take certain actions, including, but

not limited to, successful completion of continuing professional education in designated areas, or supervised practice based on the terms to be set forth by the Committee.

The Ethics Committee may also recommend appropriate remedial action to the parties, which if undertaken, would resolve the matter.

The Ethics Committee may recommend, in its discretion, that a hearing be held subject to the other provisions of these procedures.

#### 5. *Licensure Board Action or Final Judicial or Administrative Action*

When the Ethics Committee is informed by a state licensure body that a person subject to the Code of Ethics for the Profession of Dietetics has had his or her license suspended or revoked for reasons covered by the Code, the Committee may take appropriate disciplinary action without a formal hearing.

When a person has been finally adjudged or has admitted to committing a misdemeanor or felony as specified in Principle 4 of the Code, the Committee may take appropriate disciplinary action without a formal hearing.

#### 6. *Hearings*

##### A. *General*

Hearings shall be held as determined by the Ethics Committee under the following guidelines.

Hearing dates will be established by the chairman of the Ethics Committee. All hearings will be held in Chicago, IL.

The Ethics Committee will notify the respondent and the complainant by certified mail, return-receipt requested, of the date, time, and place of the hearing.

The respondent may request a copy of the file on the case and will be allowed at least one postponement, provided the request for postponement is received by ADA at least fourteen (14) days before the hearing date.

##### B. *Conduct of Hearings*

The chair of the Ethics Committee will conduct a hearing

with appropriate staff and legal counsel present. Individuals who have no conflict of interest will be appointed.

In the event that any Ethics Committee member cannot serve on the hearing panel for any reason, a replacement will be appointed by the representative of the original body that made the appointment, either the ADA president, the CDR chairperson, or the speaker of the House of Delegates as appropriate.

The parties shall have the right to appear, to present witnesses and evidence, to cross-examine the opposing party and adverse witnesses, and to have legal counsel present. Legal counsel for the parties may advise their clients, but may only participate in the hearings with the permission of the chair.

The hearing is the sole opportunity for the participants to present their positions.

Three members of the Ethics Committee shall constitute a quorum. Affirmative vote of two thirds (2/3) of the members voting will be required to reach a decision.

A transcript will be prepared and will be available to the parties at cost.

##### C. *Costs*

ADA will bear the costs for the Ethics Committee, legal counsel, staff, and any other parties called by ADA. ADA will bear the travel costs and one (1) night's hotel expenses for the complainant and respondent and one person that each chooses to bring, provided that such person is necessary to the conduct of the hearing as determined by the chair of the Ethics Committee. The Ethics Committee shall issue regulations to govern the payment of these expenses, which shall be incorporated and made part of these procedures.

The respondent and the complainant will be responsible for all costs and fees incurred in their preparation for and attendance at the hear-

ing, except expenses for travel and hotel as stated above.

D. Decision

The Ethics Committee will render a written decision specifying the reasons therefore and citing the provision(s) of the Code of Ethics for the Profession of Dietetics that may have been violated. The Committee will decide that:

- 1) the respondent is acquitted;
- 2) educational opportunities are pursued;
- 3) the respondent is censured, placed on probation, suspended, or expelled from ADA; and/or
- 4) the credential of the respondent is suspended or revoked by the CDR of the ADA.

The decision of the Ethics Committee will be sent to the respondent and the complainant as soon as practicable after the hearing.

7. Request by Complainant for Review of Respondent's Response

The Ethics Committee will, except where the response contains information that the Committee determines for good reasons should not be shared, grant the request of a complainant to review the response received from the respondent in an ethics case, provided the request is made within thirty (30) days of notification of the final action of the Ethics Committee. The complainant will be required to maintain confidentiality of the documentation and to refrain from sharing it with any other third parties or individuals. The complainant will have twenty (20) days to advise the Ethics Committee as to any comments, concerns, or issues with regard to the respondent's response, but the Committee shall have no obligation to take further action. The respondent will be notified of the Committee's action to release the response to the complainant.

- A. The materials describing the ethics complaint process, including those materials provided to the complainants and respondents, shall be amended to disclose the fact that a respondent's response may be

made available to the complainant.

- B. Any request to review the respondent's response must be submitted in writing (electronic or mail) no later than thirty (30) days after final action by the Committee.
- C. ADA staff will notify the Ethics Committee of the request and will provide a timeline for addressing it.
- D. Within five (5) business days of the request being received, the Committee will advise the respondent that the complainant has made the request and is being given access to the response. The requested documentation will be sent to the complainant via express mail to ensure delivery.
- E. The complainant will be required to commit in writing to maintain the confidentiality of the documentation by signing a statement to this effect.
- F. Any comments, concerns, or issues with the respondent's response must be communicated to ADA staff within twenty (20) days in writing (electronic or mail). ADA staff will add the complainant's comments, concerns, or issues onto the agenda of the next Ethics Committee conference call or meeting. The Committee will determine whether further action is necessary and shall communicate its determination to the complainant.
- G. The complainant will return the documents after review via UPS at the expense of ADA within twenty-five (25) days.

8. Definitions of Disciplinary Action

**Censure:** A written reprimand expressing disapproval of conduct. It carries no loss of membership or registration status, but may result in removal from office at the national, state, and district levels and from committee membership.

**Time frame:** Not applicable to the disciplinary action.

**Probation:** A directive to allow for correction of behavior specified in Principle 7 of the Code of Ethics for the Profession of Dietetics. It may include mandatory

participation in remedial programs (eg, education, professional counseling, and peer assistance). Failure to successfully complete these programs may result in other disciplinary action being taken. It carries no loss of membership or registration status, but may result in removal from office at the national, state, and district levels and from committee membership.

**Time frame:** Specified time to be decided on a case-by-case basis.

**Suspension:** Temporary loss of membership and all membership benefits and privileges for a specified time with the exception of retention of coverage under health and disability insurance. ADA group malpractice insurance will not be available and will not be renewed during the suspension period.

**Time frame:** Specified time to be decided on a case-by-case basis.

**Suspension of Registration:** Temporary loss of credential and all benefits and privileges for a specified period of time. It may include mandatory participation in remedial programs (eg, education, professional counseling, and peer assistance).

At the end of the specified suspension period, membership and registration benefits and privileges are automatically restored.

**Time frame:** Specified time to be decided on a case-by-case basis.

**Expulsion:** Removal from membership and a loss of all benefits and privileges.

**Time frame:** May apply for reinstatement after a five (5)-year period has elapsed or sooner if the basis for the expulsion has been removed, with payment of a reinstatement fee. The individual must meet membership requirements in effect at the time of the application for reinstatement.

**Revocation of Credential:** Loss of registration status and removal from registry; loss of all benefits and privileges. Upon revocation, the former credentialed practitioner shall return the registration identification card to CDR.

**Time frame:** Specified time for reapplication to be decided on a case-by-case basis, but, at minimum, current recertification re-

quirements would need to be met. A credential will not be issued until CDR determines that the reasons for revocation have been removed.

#### 9. Appeals

##### A. General

Only the respondent may appeal an adverse decision to ADA. During the appeals process, the membership and registration status of the respondent remains unchanged.

The ADA president, the chairperson of CDR, and the speaker of the House of Delegates shall each appoint one person to hear the appeal. These individuals shall constitute the Appeals Committee for that particular case. Individuals who have no conflict of interest will be appointed.

##### B. Recourse to the Appeals Committee

To request a hearing before the Appeals Committee, the respondent/appellant shall notify the appropriate staff at ADA headquarters, by certified mail, return-receipt requested, that the respondent wishes to appeal the decision. This notification must be received within thirty (30) calendar days after receipt of the letter advising the respondent/appellant of the Ethics Committee's decision.

##### C. Contents

The appeal must be in writing and contain, at a minimum, the following information:

1. The decision being appealed.
2. The date of the decision.
3. Why the individual feels the decision is wrong or was improperly rendered (See E, "Scope of Review").
4. The redress sought by the individual.
5. The appeal will be signed and sworn to.

If the appeal does not contain the information listed above, it will be returned to the individual who will be given ten (10) calendar days to resubmit. Failure to furnish the required information

within ten (10) calendar days will result in the appeal being waived.

##### D. Procedures

Upon receipt of this notification, appropriate staff shall promptly notify the chair of the Appeals Committee that the respondent/appellant is appealing a decision made by the Ethics Committee.

The Appeals Committee chair shall acknowledge the appeal and request a copy of the relevant written information on the case from appropriate staff.

1. Location and participants
  - a. All appeals hearings will be held in Chicago, IL.
  - b. The complainant/appellee, the respondent/appellant, and the chair of the Ethics Committee will have the opportunity to participate in the appeals hearing.
  - c. The parties may have legal counsel present, who may advise their clients, but may only participate in the hearings with the permission of the chair.
  - d. Attendance at the hearing will be limited to persons determined by the chair to have a direct connection with the appeal and appropriate staff and legal counsel.
2. Conduct of the hearing

The three (3) parties involved in the appeal will be given the opportunity to state why the decision and/or disciplinary action of the Ethics Committee should be upheld, modified, or reversed.

##### E. Scope of Review

The Appeals Committee will only determine whether the Ethics Committee committed procedural error that affected its decision, whether the Ethics Committee's decision was contrary to the weight of the evidence presented to it, or whether there is new and substantial evidence that would likely have affected the Ethics Committee's decision that was

unavailable to the parties at the time of the Ethics Committee's hearing for reasons beyond their control.

In reviewing the decision of the Ethics Committee, the Appeals Committee shall consider only the transcript of the hearing and the evidence presented to the Ethics Committee.

##### F. Record of Hearing

A transcript will be prepared and will be maintained in the case file.

##### G. Decision of Appeals Committee

1. The Appeals Committee shall prepare a written decision stating the reasons therefore. The decision shall be to affirm, modify, or reject the decision and/or disciplinary action of the Ethics Committee or to remand the case to the Ethics Committee with instructions for further proceedings.
2. Decisions of the Appeals Committee will be final.

##### H. Costs

ADA will bear the costs for the Appeals Committee, staff, and legal counsel, and any parties called by ADA. ADA will bear the travel and one night's hotel expenses for the respondent/appellant, the complainant/appellee, and the chair of the Ethics Committee. The Ethics Committee shall issue regulations to govern the payment of these expenses, which shall be incorporated and made part of this procedure.

The respondent/appellant and the complainant/appellee will be responsible for all costs and fees incurred in their preparation for and attendance at the hearing, except expenses for travel and hotel as stated above.

##### 10. Notification of Adverse Action

If the respondent is disciplined by the Ethics Committee and does not appeal the decision, the chair of the Ethics Committee will notify the appropriate ADA organizational units, CDR, the affiliate dietetic association, appropriate licensure boards, and governmental and private bodies within thirty (30) days after notification of the final decision.

In the event the respondent ap-

peals a decision to discipline him or her and the Ethics Committee decision is affirmed or modified, similar notification will be made by the chair of the Ethics Committee.

In response to an inquiry about registration status, the Office on Dietetic Credentialing will state only whether a person is currently registered.

11. *Record Keeping*

A. Records will be kept for a period of time after the disposition of the case in accordance with ADA's record retention policy.

B. Information will be provided only upon written request and affirmative response from ADA's legal counsel.

12. *Confidentiality Procedures*

The following procedures have been developed to protect the confidentiality of both the complainant and the respondent in the investigation of a complaint of an alleged violation of the Code of Ethics for the Profession of Dietetics:

A. The need for confidentiality will be stressed in initial communications with all parties.

B. Committee members will refrain from discussing the complaint and hearing outside of official committee business pertaining to the complaint and hearing.

C. If the hearing on a complaint carries over to the next Committee, the complaint will be heard by the original Committee to hear the complaint.

D. Communication with ADA witnesses will be the responsibility of the Committee chair or staff liaison.

E. Witnesses who testify on behalf of ADA will be informed of the confidentiality requirements and agree to abide by them.

F. The Committee chair will stress the importance of confi-

dentiality at the time of the hearing.

G. To ensure confidentiality, the only record of the hearing will be the official transcript and accompanying materials, which will be kept at ADA offices. All other materials that were mailed or distributed to committee members should be returned to ADA staff, along with any notes taken by Committee members.

H. The transcript will be available if there is an appeal of the Ethics Committee's decision and only to the parties, Ethics Committee members, Appeals Committee members, ADA legal counsel, and staff directly involved with the appeal.

*Recognition is given to the members of the Code of Ethics Task Force for their contributions: Marianne Smith Edge, MS, RD, LD, FADA, Chair; Alice Beth J. Fornari, EdD, RD; Cheryl A Bittle, PhD, RD, LD; Doris Derelian, PhD, JD, RD, FADA; Jana Kicklighter, PhD, RD, LD; Leonard Pringle, DTR; Harold Holler, RD, LDN, ADA Staff; Chris Reidy, RD, CDR Staff; J. Craig Busey, JD, former ADA Legal Counsel.*



# Confidentiality Statement<sup>1</sup>

I, \_\_\_\_\_, have read the “*Code of Ethics for the Profession of Dietetics*”.

I understand its 19 principles. I have been especially alerted to principle number seven (7): “The dietetics practitioner protects confidential information and makes full disclosure about any limitations on his/her ability to guarantee full confidentiality.”

I will adhere to all 19 principles throughout my enrollment in the Dietetic Internship Program, including while on rotations.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

<sup>1</sup> Each dietetic intern signs and dates 4 copies of this form. One copy is retained in student’s permanent file at Southern Illinois University Carbondale in Animal Science, Food and Nutrition Department. Other copies are sent to preceptors.

# Hepatitis B Vaccine Declination Statement

## *Southern Illinois University Carbondale Dietetic Internship Program*

I understand that due to my potential for exposure to blood or other potentially infectious materials during my dietetic training, I may be at risk of acquiring hepatitis B virus (HBV) infection. I have received training about Blood borne Pathogens from the Center for Environmental Health and Safety of Southern Illinois University Carbondale. Despite risks presented to me, I decline hepatitis B vaccinations at this time. I understand that by declining this vaccine, I continue to be at risk for acquiring hepatitis B, a serious disease.

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Date

---

Signature

---

Student ID Number

---

Printed Name

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Dietetic Internship Program Coordinator

# Student's Goals and Objectives for Supervised Practice Rotations

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Management

A. Goals or Desired Outcomes or Objectives:

B. Special Interests:

## Clinical

A. Goals or Desired Outcomes or Objectives:

B. Special Interests:

## **Community**

A. Goals or Desired Outcomes or Objectives:

B. Special Interests:

## **Student's Career Plans**

A. Upon completion of graduate study

B. Long-range

## **Other pertinent Information**

A. Location preferences; limitations, if any

# Resume Guide for Supervised Practice Rotations

## Personal Data

Name  
Address (Carbondale and Permanent)  
Phone (Carbondale and Permanent)

## Contact in case of emergency

Person  
Address  
Phone  
Relationship

## ***Education***

Graduate degree, Institution, Degree, Major, In Progress  
Undergraduate degree, Institution, Degree, Major, Year of graduation  
Any certificates, certificate title, year of certificate

## ***Concurrent field experience with graduate program***

Activities with FN 530, FN 574  
Name of agency; observation and/or experience (describe briefly); advisor,  
preceptor, supervisor; approximate clock hours

## ***Graduate school employment***

Graduate assistantship(s), work assignment, responsibilities (describe briefly),  
Faculty supervisor, semester or assignment

## ***Work experience***

*Position title, employer's name, location (city, state), dates of employment*

Volunteer positions, activities

Professional memberships

Honors/Awards

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
ACCREDITATION STANDARDS  
DIETETIC INTERNSHIP PROGRAMS**

**Competencies/Learning Outcomes for Dietetic Internship Programs – MASTER’S DEGREE COURSEWORK**

**1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice.**

**Upon completion of the program, graduates are able to:**

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Grade</b>	<b>Comments</b>	<b>Instructor Signature &amp; Date</b>
<b>CRD 1.2</b> Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy’s Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice	<b>FN 574</b>  <b>Thesis/ Research Project</b>			
<b>CRD 1.4</b> Evaluate emerging research for application in dietetics practice	<b>FN 581</b>  <b>Thesis/ Research Project</b>			
<b>CRD 1.5</b> Conduct projects using appropriate research methods, ethical procedures and data analysis	<b>Thesis/ Research Project</b>			

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
ACCREDITATION STANDARDS  
DIETETIC INTERNSHIP PROGRAMS**

**Competencies/Learning Outcomes for Dietetic Internship Programs – MASTER’S DEGREE COURSEWORK**

**2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.**

Upon completion of the program, graduates are able to:

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Grade</b>	<b>Comments</b>	<b>Instructor Signature &amp; Date</b>
<b>CRD 2.2</b> Demonstrate professional writing skills in preparing professional communications (Tip: <i>Examples include research manuscripts, project proposals, education materials, policies and procedures</i> )	<b>FN 540:</b> <i>Book Review</i>  <i>Letters to Policy Makers</i>  <i>Legislation Project</i>  <b>FN 530:</b> <i>40-hr Site Experience</i>  <b>Thesis/ Research Project</b>			
<b>CRD 2.3</b> Design, implement and evaluate presentations to a target audience (Tip: <i>A quality presentation considers life experiences, cultural diversity and educational background of the target audience.</i> )	<b>FN 530:</b> <i>40-hr Site Experience</i>  <i>Nutrition Project</i>			
<b>CRD 2.4</b> Use effective education and counseling skills to facilitate behavior change	<b>FN 530:</b> <i>Counseling Video</i>			
<b>CRD 2.5</b> Demonstrate active participation, teamwork and contributions in group settings	<b>FN 581</b>			

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
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**Competencies/Learning Outcomes for Dietetic Internship Programs – MASTER’S DEGREE COURSEWORK**

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Grade</b>	<b>Comments</b>	<b>Instructor Signature &amp; Date</b>
<b>CRD 2.12</b> Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration	<b>FN 581</b>			

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

Upon completion of the program, graduates are able to:

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Grade</b>	<b>Comments</b>	<b>Instructor Signature &amp; Date</b>
<b>CRD 3.1</b> Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings <ul style="list-style-type: none"> <li><b>a.</b> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</li> <li><b>b.</b> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</li> <li><b>c.</b> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</li> <li><b>d.</b> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</li> <li><b>e.</b> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting</li> </ul>	<b>FN 574</b>			

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
ACCREDITATION STANDARDS  
DIETETIC INTERNSHIP PROGRAMS**

**Competencies/Learning Outcomes for Dietetic Internship Programs – MASTER’S DEGREE COURSEWORK**

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

Upon completion of the program, graduates are able to:

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Grade</b>	<b>Comments</b>	<b>Instructor Signature &amp; Date</b>
<b>CRD 4.3</b> Participate in public policy activities, including both legislative and regulatory initiatives	<b>FN 540:</b> Legislation Project			
<b>CRD 4.10</b> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	<b>FN 530:</b> Nutrition Project			

**5. Community emphasis competencies/learning outcomes.**

Upon completion of the program, graduates are able to:

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Grade</b>	<b>Comments</b>	<b>Instructor Signature &amp; Date</b>
<b>CRD 5.1</b> Observe and evaluate nutrition and health care for diverse population groups across the lifespan.	<b>FN 530:</b> Book Review  <i>40-hr Site Experience</i>			
<b>CRD 5.2</b> Conduct community-based nutrition and health program outcome assessment/evaluation.	<b>FN 540:</b> Health Promo Project			
<b>CRD 5.4</b> Participate in needs assessment, nutrition surveillance and/or monitoring of target groups or communities	<b>FN 540</b> Health Promo Project  <i>Program Planning Project</i>			



**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
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DIETETIC INTERNSHIP PROGRAMS**

**Competencies/Learning Outcomes for Dietetic Internship Programs – MASTER’S DEGREE COURSEWORK**

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Grade</b>	<b>Comments</b>	<b>Instructor Signature &amp; Date</b>
<b>CRD 5.5</b> Participate in community-based research.	<b>Thesis/ Research Project</b>			
<b>CRD 5.6</b> Participate in nutrition and health policy development and evaluation based on community needs and resources	<b>FN 540: Legislation Project</b>			
<b>CRD 5.7</b> Consult with organizations regarding food access for target populations	<b>FN 540: Health Promo Project</b>			
<b>CRD 5.8</b> Develop a health promotion/disease prevention intervention project.	<b>FN 540: Health Promo Project</b>			

<b>Course</b>	<b>Overall Grade</b>	<b>Instructor Signature &amp; Date</b>
<b>FN 530/585 Adv Nutr Assess &amp; Ed</b>		
<b>FN 540 Nutr Policy &amp; Programs</b>		
<b>FN 581 Seminar</b>		
<b>Thesis/Research Project (circle one)</b> <b>PASS/FAIL (circle one)</b> <b>Title:</b>		

\*Competency statements are from the Accreditation Council for Education in Nutrition and Dietetics of The Academy of Nutrition and Dietetics, 2012 Accreditation Standards for Internship Programs in Nutrition and Dietetics (IP).

*Revised 7/2013*

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
ACCREDITATION STANDARDS  
DIETETIC INTERNSHIP PROGRAMS**

**Competencies/Learning Outcomes for Dietetic Internship Programs – MANAGEMENT ROTATION**

**1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice.**

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives	A. Explain in writing the mission, vision and values of the department and how this affects operations. B. Identify critical indicators for quality assurance and control. Complete two written quality improvement audits using appropriate data collection instruments and critical indicator(s).	A. Final report approved by Preceptor. Document in notebook.		

**2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.**

Upon completion of the program, graduates are able to:

<b>CRD 2.1</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics	A. Read and examine <i>Code of Ethics for the Profession of Dietetics</i> . B. Intern models acceptable professional behavior throughout experience. C. Demonstrate ability to communicate effectively--orally and in writing. D. Review current Ethics policy of facility.	A. Signed statement indicating understanding and agreement to these principles. B. Preceptor and Faculty Supervisor evaluate. C. Evaluated by Preceptor and Faculty Supervisor. Document in notebook. D. Evaluated by Preceptor.		
<b>CRD 2.2</b> Demonstrate professional writing skills in preparing professional communications (Tip: <i>Examples include research manuscripts, project proposals, education materials, policies and procedures</i> )	A. Prepare various communications for use in department.	A. Evaluated by Preceptor and Faculty Supervisor.		

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
ACCREDITATION STANDARDS  
DIETETIC INTERNSHIP PROGRAMS**

**Competencies/Learning Outcomes for Dietetic Internship Programs – MANAGEMENT ROTATION**

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 2.3</b> Design, implement and evaluate presentations to a target audience (Tip: <i>A quality presentation considers life experiences, cultural diversity and educational background of the target audience.</i> )	A. Identify an educational need in a specific area regarding food service preparation and delivery. Conduct an in-service program to correct need. Include your goal(s), objectives, lesson plan, evaluation materials, materials list, and estimated cost of in-service. Refer to your <i>Community Nutrition in Action</i> by Boyle text for details.	A. Completion of an educational program including a pre- and post-test of program contents. Preceptor to evaluate using Intern in-service evaluation form.		
<b>CRD 2.5</b> Demonstrate active participation, teamwork and contributions in group settings	A. Document active participation, teamwork and contributions with foodservice personnel and health care team members. Summarize your contributions and impact thereof.	A. Participation evaluated by Preceptor. Written summary evaluated by Preceptor and Faculty Supervisor.		
<b>CRD 2.8</b> Apply leadership skills to achieve desired outcomes	A. Interact with patients/clients, foodservice, medical and support staffs to develop oral and written communication and interpersonal skills.	A. Participation evaluated by Preceptor.		
<b>CRD 2.9</b> Participate in professional and community organizations ( <i>Examples: SIDA, IDA, &amp; The Academy</i> )	A. Attend and participate in two dietetic continuing education programs offered at the local, regional, state, or national level.  1. _____  2. _____	A. Explain how these presentations meet a personal goal or apply to internship experiences, and write a summary of how the presentations apply to practice or professional growth. Document in notebook.		

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
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DIETETIC INTERNSHIP PROGRAMS**

**Competencies/Learning Outcomes for Dietetic Internship Programs – MANAGEMENT ROTATION**

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 2.10</b> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services (Tip: <i>Other health professionals include physicians, nurses, pharmacists, etc.</i> )	A. Document participation with one or more teams in meeting departmental or hospital goals.	A. Participation evaluated by Preceptor. Written summary evaluated by Preceptor and Faculty Supervisor.		
<b>CRD 2.11</b> Demonstrate professional attributes within various organizational cultures (Tip: <i>Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.</i> )	A. Outline steps a diet order follows after being received in the dietary office to point of service. Highlight positions and tasks. Indicate quality control steps along the way. B. Work under Department Head as an assistant for one workweek. C. Participate in hiring, performance evaluation, and counseling of employees.	A. Outline to be evaluated by Preceptor. Document in notebook. B. Performance to be evaluated by Preceptor. C. Performance to be evaluated by Preceptor.		
<b>CRD 2.12</b> Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration	A. Keep a daily log (journal) of visits, topics of discussions, working agreements, etc., with health care team and list influence of each person visited on dietetic/health promotion services. Record observations or participation in activities. B. Write sample goal for your CDR Professional Development Dietetic Portfolio (self-assessment). C. At each of the three evaluation visits, be prepared to describe your professional strengths, weaknesses, and areas needing more attention or direction (self-assessment). D. Throughout your rotations update your professional portfolio.	A. Logs will be reviewed by Faculty Supervisor. B. Evaluated by Preceptor and Faculty Supervisor. C. Self-evaluation to be reviewed with intern by Preceptor and Faculty Supervisor. D. At the end of each rotation, you will turn in your updated portfolio. Portfolio will be evaluated by Preceptor and Faculty Supervisor.		

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**Competencies/Learning Outcomes for Dietetic Internship Programs – MANAGEMENT ROTATION**

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 2.13</b> Demonstrate negotiation skills (Tip: <i>Demonstrating negotiating skills includes showing assertiveness when needed, while respecting life experiences, cultural diversity and educational background of the other parties.</i> )	<ul style="list-style-type: none"> <li>A. Work under Department Head as an assistant for one workweek.</li> <li>B. Participate when possible in hiring, performance evaluation, and counseling of employees.</li> </ul>	<ul style="list-style-type: none"> <li>A. Performance to be evaluated by Preceptor.</li> <li>B. Performance to be evaluated by Preceptor.</li> </ul>		

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

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 3.2</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats. (Tip: <i>Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.</i> )	<ul style="list-style-type: none"> <li>A. List and describe the characteristics of at least three target markets of the institution.</li> <li>B. Complete a food acceptability study including statistical analysis of data. Provide marketing implications based on results of study.</li> <li>C. Prepare a written summary of each guest relations program.</li> <li>D. Use resources available to market in-service.</li> </ul>	<ul style="list-style-type: none"> <li>A. List to be checked by the Preceptor. Document in notebook.</li> <li>B. Final report approved by Preceptor. Document in notebook.</li> <li>C. Summary to be evaluated by Preceptor. Document in notebook.</li> <li>D. Marketing materials to be evaluated by Preceptor and Faculty Supervisor.</li> </ul>		

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<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<p><b>CRD 3.5</b> Coordinate procurement, production, distribution and service of goods and services (Tip: <i>Students/interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.</i>)</p>	<p>A. Diagram "Food Flow" from entry point to tray line or when food leaves production area. Present a floor plan to supervisor. Use 1 hot and 1 cold item. With an X label each critical control point on the diagram and attach a key describing each X according to HACCP guidelines.</p> <p>B. Outline steps a diet order follows after being received in the dietary office to point of service. Highlight positions and tasks. Indicate quality control steps along the way.</p> <p>C. Review purchasing system (including receiving, inspecting, and storing). Complete purchase orders for one week.</p> <p>D. Assist with inventory. Describe type of inventory system used. Provide examples of procedures used.</p>	<p>A. Diagram and key to be evaluated by Preceptor. Document in notebook.</p> <p>B. Outline to be evaluated by Preceptor. Document in notebook.</p> <p>C. Orders to be checked for accuracy by Preceptor. Document in notebook.</p> <p>D. Performance to be evaluated by Preceptor. Document in notebook.</p>		
<p><b>CRD 3.6</b> Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals</p>	<p>A. Complete a menu project assigned by the Preceptor. Develop 1 week menu with diet modifications, recipe adjustments, develop order guide and production sheet, and complete nutrient analysis.</p>	<p>A. Project to be evaluated by Preceptor. Document in notebook.</p>		

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

**Upon completion of the program, graduates are able to:**

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 4.1</b> Participate in management of human resources	<ul style="list-style-type: none"> <li>A. Review the department's policies and procedures. Briefly summarize how the policies and procedures are influenced by the Occupational Safety and Health Administration, Fair Labor Standards Act, Civil Rights Act, Family and Medical Leave Act, and the Americans with Disabilities Act.</li> <li>B. Prepare an accurate employee schedule for one week with appropriate staffing.</li> <li>C. Prepare or revise one policy or procedure.</li> </ul>	<ul style="list-style-type: none"> <li>A. Written summaries to be reviewed by Preceptor. Document in notebook.</li> <li>B. Schedule to be evaluated by Preceptor and implemented. Document in notebook.</li> <li>C. Policy or procedure to be approved by Preceptor. Document in notebook.</li> </ul>		
<b>CRD 4.2</b> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	<ul style="list-style-type: none"> <li>A. Review health inspection sheets that have been completed in the past by the county/state health department of the food service area. Complete a sanitation audit of the food service area.</li> </ul>	<ul style="list-style-type: none"> <li>A. Audit to be evaluated by Preceptor. Document in notebook.</li> </ul>		
<b>CRD 4.4</b> Conduct clinical and customer service quality management activities	<ul style="list-style-type: none"> <li>A. Complete two quality improvement studies related to a department issue. Include statistical analysis of data.</li> </ul>	<ul style="list-style-type: none"> <li>A. Final report approved by Preceptor. Document in notebook.</li> </ul>		
<b>CRD 4.5</b> Use current informatics technology to develop, store, retrieve and disseminate information and data	<ul style="list-style-type: none"> <li>A. Review all computerized programs used at the facility, including payroll, budgeting, HR, purchasing, patient information, and management. Prepare report summarizing how each program is used.</li> </ul>	<ul style="list-style-type: none"> <li>A. Submit to Preceptor for evaluation. Document in notebook.</li> </ul>		

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<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 4.6</b> Analyze quality, financial or productivity data and develop a plan for intervention	<p>A. Review the departmental budget and be prepared to discuss how a budget is prepared and approved: define components of a budget and document sources of revenue and expenditures.</p> <p>B. Summarize the benchmarking and productivity data (meals: labor costs, food costs, meal costs).</p> <p>C. Examine financial reports such as analysis of food costs, labor costs, and supply costs. Prepare a summary of key financial reports.</p> <p>D. Collect or check the data for at least one financial report for the department.</p>	<p>A. Written summary will be evaluated for accuracy by Preceptor.</p> <p>B. Summary to be evaluated by Preceptor. Document in notebook.</p> <p>C. Written summaries will be evaluated for accuracy by Preceptor. Document in notebook.</p> <p>D. Successful completion to be evaluated by Preceptor. Document in notebook.</p>		
<b>CRD 4.7</b> Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment	<b>A. NEW competency. Any ideas for rotation experiences?</b>	<b>A.</b>		
<b>CRD 4.8</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits	<p>A. Select a piece of equipment in the dietary department and evaluate the adequacy of its maintenance schedule.</p> <p>B. Write purchasing specifications and justification for one piece of new foodservice equipment.</p> <p>--Is there a capital equipment guide for this process? If so, use it. --What constraints need to be considered (size, shape, cost, electrical power supply, plumbing,</p>	<p>A. Report to be evaluated by Preceptor. Document in notebook.</p> <p>B. Specifications to be approved by Preceptor. Document in notebook.</p>		



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	<p>etc.)? --Will training for staff be required?</p> <p>C. Select a work center or work section of the kitchen and evaluate for layout, flow, and safety. Create a diagram that visually represents the area as it is now. How would you improve the layout, flow, and/or safety? Also provide a written description of the work center, and your recommendations for improving the layout, flow, and safety taking into account costs and benefits of the proposed changes.</p>	<p>C. Report to be evaluated by Preceptor. Document in notebook.</p>		
<p><b>CRD 4.9</b> Analyze financial data to assess utilization of resources</p>	<p>A. Any ideas for an experience other than the experiences listed for CRD 4.6?</p>	<p>A.</p>		
<p><b>CRD 4.10</b> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies</p>	<p>B. Review or develop a plan for a new or expanded service including budget, staffing, equipment, supplies, and ROI.</p>	<p>B. Written report will be evaluated for accuracy by Preceptor.</p>		

**Definitions**

**Excellent:** Intern has met and exceeded the competency requirement and program expectations.

**Satisfactory:** Intern has met the competency requirement and program expectations.

**Unsatisfactory:** Intern's performance and/or written report inadequate and does not meet program expectations.

**Incomplete:** Intern is on track to meet the competency, however, is missing key elements. Intern will revise and re-submit.

\*Competency statements are from the Accreditation Council for Education in Nutrition and Dietetics of The Academy of Nutrition and Dietetics, 2012 Accreditation Standards for Internship Programs in Nutrition and Dietetics (IP).

*Revised 7/2013*

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Competencies/Learning Outcomes for Dietetic Internship Programs – MANAGEMENT ROTATION

## Student Practice Review Evaluation (SPRE)

ROTATION: Management

SITE: \_\_\_\_\_

SPRE Committee Members: \_\_\_\_\_

DIETETIC INTERN (Student): \_\_\_\_\_

	<b>SIGNATURES</b>		
	Week No.** ___ Date____	Week No.** ___ Date____	Week No. ___ Date____
Dietetic Intern:			
Preceptor:			
Faculty Supervisor:			
Other:			

\*\*Statement of intern's progress (1=Highly Satisfactory; 2=Satisfactory; 3=Needs Improvement; 4=Unsatisfactory):

Number of days the intern was late \_\_\_\_\_ or absent \_\_\_\_\_ during the rotation.

\*If late or absent, the intern contacted me ahead of time to explain the situation. Yes \_\_\_\_\_ No \_\_\_\_\_\*

\*Please describe:

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ROTATION**

## *Dietetic Intern Evaluation Form for Management*

**Dietetic Intern** \_\_\_\_\_

**Preceptor** \_\_\_\_\_

**Rotation** \_\_\_\_\_

This evaluation represents Preceptor's assessment of dietetic internship student's competence and readiness as an entry-level dietitian in ***Food Service Management***. It is used to help Faculty Supervisor determine final grade for this rotation.

**PLEASE CHECK ONE BLANK BELOW:**

I. \_\_\_\_\_ This candidate has met and exceeded the competencies in the time allowed in the ***Food Service Management*** area to function as an entry-level dietitian. Given my knowledge of this candidate's current performance, he/she should have little difficulty becoming a practicing dietitian.

II. \_\_\_\_\_ This candidate has met all the competencies, and given additional study/practice, should be able to function in the ***Food Service Management*** area as an entry level dietitian. Given my knowledge of this candidate's current performance, he/she should plan to devote additional time to the study of ***Food Service Management***.

III. \_\_\_\_\_ This candidate has met some of the competencies, and needs additional study/practice to be able to function as an entry level dietitian. Given my knowledge of this candidate's current performance, a plan for further supervised practice should be developed for the student and he/she should plan to devote additional time to the study and practice of the ***Food Service Management*** area.

**Preceptor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\*I=A

II=B

III=C

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**Competencies/Learning Outcomes for Dietetic Internship Programs – MEDICAL NUTRITION THERAPY ROTATION**

**1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice.**

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives	<ul style="list-style-type: none"> <li>A. Review institution's Standards of Care. Discuss Standards of Care with Preceptor(s) during rotation.</li> <li>B. Review with Preceptor how to record information in the medical record. Document nutritional care information in patient's medical record according to institutional policy. <b><i>Any medical chart entry requires a co-signature of a Registered Dietitian.</i></b></li> </ul>	<ul style="list-style-type: none"> <li>A. Performance evaluation by Preceptor to include adherence to Standards of Care.</li> <li>B. Preceptor to evaluate for presence of measurable outcomes in documentation. Provide at least three examples of documentation at each evaluation visit.</li> </ul>		
<b>CRD 1.2</b> Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy's Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice	<ul style="list-style-type: none"> <li>A. Prepare ten case reports. Cite references for at least the background research and rationale of diet sections. (refer to DI 3.1)</li> <li>B. Prepare a brief written description of laboratory tests and medical procedures important to management of nutrition care. Include references in descriptions.</li> <li>C. Prepare a summary of at least 25 medications important to management of nutrition care. Include drug name (common &amp; generic), classification, actions, and potential nutrient interactions. Include references in summary.</li> </ul>	<ul style="list-style-type: none"> <li>A. Case reports to be reviewed by Preceptor. Document in notebook.</li> <li>B. Outline to be reviewed by Preceptor. Document in notebook.</li> <li>C. Summary to be reviewed by Preceptor. Document in notebook.</li> </ul>		
<b>CRD 1.4</b> Evaluate emerging research for application in dietetics practice	<b>TBA</b>			

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**Competencies/Learning Outcomes for Dietetic Internship Programs – MEDICAL NUTRITION THERAPY ROTATION**

**2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.**

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 2.1</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics	<ul style="list-style-type: none"> <li>A. Read and examine <i>Code of Ethics for the Profession of Dietetics</i>.</li> <li>B. Model acceptable professional behavior throughout experience.</li> <li>C. Demonstrate ability to communicate effectively--orally and in writing.</li> </ul>	<ul style="list-style-type: none"> <li>A. Signed statement indicating understanding and agreement to these principles.</li> <li>B. Preceptor and Faculty Supervisor evaluate.</li> <li>C. Evaluated by Preceptor and Faculty Supervisor. Document in notebook.</li> </ul>		
<b>CRD 2.2</b> Demonstrate professional writing skills in preparing professional communications (Tip: <i>Examples include research manuscripts, project proposals, education materials, policies and procedures</i> )	<ul style="list-style-type: none"> <li>A. Review the educational materials used by nutrition services. Research, develop and/or revise an educational tool identified as being needed. Site references and readability.</li> </ul>	<ul style="list-style-type: none"> <li>A. Final product or recommendations to be approved by Preceptor. Document in notebook.</li> </ul>		
<b>CRD 2.3</b> Design, implement and evaluate presentations to a target audience (Tip: <i>A quality presentation considers life experiences, cultural diversity and educational background of the target audience.</i> )	<ul style="list-style-type: none"> <li>A. Complete a needs assessment, plan, prepare, present, and evaluate a <u>minimum</u> of three classes on the subject of nutrition or medical nutrition therapy for the following groups: medical students, patients, personnel, or the general public. Evaluate the group's pre- and post- learning of your topic. The educational methods, tools, and techniques used should be applicable to the particular group. When appropriate, documentation of class attendance should be made in the medical record.</li> <li>B. Utilize a variety of educational techniques for nutrition instruction including foods or models, demonstration, posters, and/or other visuals.</li> </ul> <p style="text-align: right;"><i>Continued . . .</i></p>	<ul style="list-style-type: none"> <li>A. Written objectives and lesson plans must be preapproved by Preceptor. Performance to be evaluated by Preceptor. Document in notebook.</li> <li>B. Performance to be evaluated by Preceptor.</li> </ul>		

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	C. Evaluate a minimum of three educational presentations using the Oral Presentation Checklist.	C. Evaluations reviewed by Preceptor and Faculty Supervisor. Document in notebook.		
<b>CRD 2.4</b> Use effective education and counseling skills to facilitate behavior change	A. Provide instruction to patients and their families on the implementation of dietary practices and behaviors appropriate to their diagnosed condition. During diet instruction to patient and/or family, incorporate appropriate visual or interactive tools to enhance comprehension of instruction. B. Prepare ten case reports. Each report is to include a summary of any counseling, education, or intervention. C. Provide full coverage for nutritional care services for a clinical unit for one week.	A. Observation of teaching skills by Preceptor and performance to be evaluated by Preceptor. B. Case reports to be reviewed by Preceptor. Document in notebook. C. Performance to be evaluated by Preceptor.		
<b>CRD 2.5</b> Demonstrate active participation, teamwork and contributions in group settings	A. Document active participation with physicians and health care team members. Summarize your contributions and impact thereof.	A. Participation to be evaluated by Preceptor. Written summary evaluated by Preceptor and Faculty Supervisor.		
<b>CRD 2.6</b> Assign patient care activities to DTRs and/or support personnel as appropriate (Tip: <i>In completing the task, students/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.</i> )	A. Examine the institution's policies and procedures for screening. Be able to discuss the differences between screening and assessment. B. Work in the position as being responsible for screening and assessment as outlined in the institution's procedures.	A. Definitions to be evaluated by Preceptor. Document in notebook. B. Performance to be evaluated by Preceptor. Document in notebook.		

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<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 2.7</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	<p>A. Attend orientation to (or schedule meetings w/):</p> <ul style="list-style-type: none"> <li>• Medical facility</li> <li>• Nursing</li> <li>• Pharmacy</li> <li>• Patient Education Department</li> <li>• Respiratory Therapy</li> <li>• Physical Therapy</li> <li>• Speech Therapy</li> <li>• Infection Control</li> <li>• Medical Staff</li> <li>• Social Services</li> <li>• Laboratory Services</li> <li>• Medical Records</li> <li>• Other units appropriate to facility.</li> </ul> <p>Summarize the orientation describing how each service interacts with food &amp; nutrition services. Include information that demonstrates a comprehension of the roles that different health professionals contribute to the health care system.</p> <p>B. Demonstrate process of referral. Document referral following procedures of facility.</p>	<p>A. Summary to be reviewed by Preceptor. Document in notebook.</p> <p>B. Performance and documentation to be evaluated by Preceptor. Document in notebook.</p>		
<b>CRD 2.8</b> Apply leadership skills to achieve desired outcomes	<p>A. Coordinate project, implement or follow through, evaluate outcome, and make future recommendations.</p>	<p>A. Performance and documentation to be evaluated by Preceptor.</p>		
<b>CRD 2.9</b> Participate in professional and community organizations (Examples: SIDA, IDA, & The Academy)	<p>A. Attend and participate in at least two dietetic continuing education programs offered at the local, regional, state, or national level.</p> <p>1. _____</p> <p>2. _____</p>	<p>A. Explain how presentations meet a personal goal or apply to IP experiences, and write a summary of how presentations apply to practice and/or professional growth. Document in notebook.</p>		

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<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<p><b>CRD 2.10</b> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services (Tip: <i>Other health professionals include physicians, nurses, pharmacists, etc.</i>)</p>	<p>A. Following institutional policy, communicate nutrition care activities to other members of the health care team and as appropriate, communicate necessary modifications to the nutrition care plan.</p> <p>B. Communicate with physicians to clarify orders, report progress, or recommend nutritional support.</p> <p>C. Participate in team conferences, bedside rounds and/or grand rounds. Make appropriate nutritional recommendations in medical records with follow-up. <b>Any medical chart entry requires a co-signature of a Registered Dietitian.</b></p> <p>D. Demonstrate process of referral. Document by preparing documentation per institutional procedures. Check with preceptor before making any phone calls.</p>	<p>A. Performance to be evaluated by Preceptor. Provide at least one example in notebook.</p> <p>B. Performance to be evaluated by Preceptor. Provide at least one example in notebook.</p> <p>C. Performance to be evaluated by Preceptor. Provide at least one example in notebook.</p> <p>D. Performance to be evaluated by Preceptor. Documentation to be evaluated by Preceptor. Document in notebook.</p>		
<p><b>CRD 2.11</b> Demonstrate professional attributes within various organizational cultures (Tip: <i>Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.</i>)</p>	<p>A. Using the standards of care, demonstrate ability to complete a nutrition assessment, identify nutrition diagnosis, and appropriately prioritize patients' nutritional needs.</p> <p>B. Demonstrate good time management skills, work prioritization, and work ethic throughout rotation experience.</p>	<p>A. Performance to be evaluated by Preceptor. Provide at least one example in notebook.</p> <p>B. Performance to be evaluated by Preceptor.</p>		



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<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 2.12</b> Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration	<ul style="list-style-type: none"> <li>A. Keep a daily log (journal) of visits, topics of discussions, working agreements, etc., with health care team and list influence of each person visited on dietetic/health promotion services. Record observations or participation in activities.</li> <li>B. Write a sample goal for your CDR Professional Development Dietetic Portfolio (self-assessment).</li> <li>C. At each of the three evaluation visits, be prepared to describe your professional strengths, weaknesses, and areas needing more attention or direction (self-assessment).</li> <li>D. Throughout your rotations update your professional portfolio.</li> </ul>	<ul style="list-style-type: none"> <li>A. Logs will be reviewed by Faculty Supervisor.</li> <li>B. Evaluated by Preceptor and Faculty Supervisor.</li> <li>C. Self-evaluation to be reviewed with intern by Preceptor and Faculty Supervisor.</li> <li>D. At the end of each rotation, you will turn in your updated portfolio. Portfolio will be evaluated by Preceptor and Faculty Supervisor.</li> </ul>		
<b>CRD 2.13</b> Demonstrate negotiation skills <i>(Tip: Demonstrating negotiating skills includes showing assertiveness when needed, while respecting life experiences, cultural diversity and educational background of the other parties.)</i>	<ul style="list-style-type: none"> <li>A. Demonstrate assertiveness and negotiation skills with medical personnel or health care team members to justify an (evidence-based) nutritional recommendation.</li> </ul>	<ul style="list-style-type: none"> <li>A. Performance to be evaluated by Preceptor. Provide at least one example in notebook.</li> </ul>		

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**Competencies/Learning Outcomes for Dietetic Internship Programs – MEDICAL NUTRITION THERAPY ROTATION  
3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations**

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<p><b>CRD 3.1</b> Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings</p> <p><b>a.</b> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</p> <p><b>b.</b> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</p> <p><b>c.</b> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</p> <p><b>d.</b> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</p> <p><b>e.</b> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting</p>	<p>A. Interpret information in the medical record, including the laboratory findings and diagnostic procedures for patients with a variety of diseases.</p> <p>B. Document assessments according to institutional policy. Evaluate patient's nutritional status and follow-up appropriately with physician. <b><i>Any medical chart entry requires a co-signature of a Registered Dietitian.</i></b></p> <p>C. For dietary assessment, utilize a variety of methods to analyze dietary and/or nutrient intake, e.g., ADA exchanges, Food Guide Pyramid, nutrient tables.</p> <p>D. Utilize appropriate interviewing techniques to obtain the patient's dietary (use appropriate dietary assessment method), social and medical history.</p> <p>E. Interview patients to determine acceptability of foods served, obtain food preferences, explain selective menus (if applicable), and answer questions. Document results according to institutional policy.</p> <p style="text-align: center;"><b>Continued.....</b></p>	<p>A. Performance to be evaluated by Preceptor.</p> <p>B. Preceptor to evaluate for presence of measurable outcomes in documentation. Provide at least three examples of documentation at each evaluation visit.</p> <p>C. Performance to be evaluated by Preceptor. Provide copies of examples to demonstrate using a variety of methods. Document in notebook.</p> <p>D. Performance to be evaluated by Preceptor.</p> <p>E. Performance to be evaluated by Preceptor.</p>		

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**Competencies/Learning Outcomes for Dietetic Internship Programs – MEDICAL NUTRITION THERAPY ROTATION**

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<p><b>CRD 3.1</b> Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings</p> <p><b>a.</b> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</p> <p><b>b.</b> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</p> <p><b>c.</b> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</p> <p><b>d.</b> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</p> <p><b>e.</b> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting</p>	<p>F. Interpret nutritional assessment data, including diagnoses, anthropometric measurements, laboratory values, and dietary assessment to determine the patient's nutritional status. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements. Follow-up appropriately with physician. Document assessments according to institutional policy. <b>Any medical chart entry requires a co-signature of a Registered Dietitian.</b></p> <p>G. Develop a modified diet plan for the patient based on dietary prescription, the individual's present food pattern and lifestyle. (Cross-Reference to 1.B.[CD6]). Follow-up appropriately with physician. Document care according to institutional policy. <b>Any medical chart entry requires a co-signature of a Registered Dietitian.</b></p> <p>H. Make appropriate nutritional recommendations and follow-up with patient to monitor adherence or difficulties. Make appropriate modifications based on follow-up results. Document care according to institutional policy. Follow-up appropriately with physician. <b>Any medical chart entry requires a co-signature of a Registered Dietitian.</b></p> <p style="text-align: center;">Continued.....</p>	<p>F. Performance to be evaluated by Preceptor</p> <p>G. Performance to be evaluated by Preceptor</p> <p>H. Performance to be evaluated by Preceptor</p>		

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<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<p><b>CRD 3.1</b> Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings</p> <p><b>a.</b> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</p> <p><b>b.</b> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</p> <p><b>c.</b> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</p> <p><b>d.</b> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</p> <p><b>e.</b> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting</p>	<p>I. Prepare ten case reports. Each report is to include a nutrition care plan with supporting documentation for the plan. At least one report shall cover:</p> <ul style="list-style-type: none"> <li>▪ Enteral nutrition support</li> <li>▪ Parenteral nutrition support</li> <li>▪ Transitional feeding, i.e., a patient progressing from parenteral nutrition to enteral tube feedings to oral diet, or from enteral tube feedings to oral diet.</li> <li>▪ Renal disease, multi-system organ failure, or trauma</li> <li>▪ Type 1 Diabetes</li> <li>▪ Type 2 Diabetes</li> <li>▪ GI Disease <i>or</i> Liver Disease <i>or</i> Pancreatic Dysfunction</li> <li>▪ Obesity or Eating Disorder</li> <li>▪ Lifecycle: obstetric patient, infant, child, adolescent, geriatric</li> <li>▪ Intern's choice: Cancer, Cardiovascular Disease, or Pulmonary Disease</li> </ul> <p>J. Develop and implement transitional feeding plans for assigned patients to meet nutritional requirements.</p> <p>K. Participate in calorie counts or institution's procedures for monitoring patients' intakes.</p> <p>L. Review institution's policies and procedures for nutrition support. Select one aspect of nutrition support at the general level or at the individual patient level to evaluate in depth, e.g., advantages/disadvantages of the composition of a particular formula, administration techniques, monitoring issues.</p> <p style="text-align: center;"><b>Continued.....</b></p>	<p>I. Written case studies to be evaluated by Preceptor and faculty supervisor.</p> <p>J. Performance to be evaluated by Preceptor.</p> <p>K. Performance to be evaluated by Preceptor.</p> <p>L. Reports to be approved by Preceptor. Document in notebook.</p>		

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<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
	<p>M. Select, implement, and evaluate standard enteral and parenteral nutrition regimens for assigned patients to meet nutritional requirements.</p> <p>N. Provide full coverage for nutritional care services for a clinical unit for one week.</p>	<p>M. Reports to be approved by Preceptor. Document at least three examples in notebook.</p> <p>N. Performance to be evaluated by Preceptor. Document in notebook.</p>		
<b>CRD 3.2</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats. (Tip: <i>Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.</i> )	A. Conduct needs assessment among dietitians. Plan, prepare, present, and evaluate one in-service presentation to the dietetic staff.	A. Summary of evaluations. Preceptor to evaluate performance. Document in notebook.		
<b>CRD 3.4</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends	A. Serve as a clinical nutrition resource, providing evidence-based answers and information through patient counseling, follow-up calls, employee in-services and workshops, newsletters, and/or email questions.	A. Performance to be evaluated by Preceptor. Provide at least one example in notebook.		

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

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<p><b>CRD 4.4</b> Conduct clinical and customer service quality management activities</p> <p><b>CRD 4.6</b> Analyze quality, financial or productivity data and develop a plan for intervention</p>	<p>A. Complete a written quality improvement audit using appropriate data collection instruments and critical indicator(s). In addition to your notebook copy, provide a copy of the completed audit to your Preceptor.</p>	<p>A. Final report approved by Preceptor. Document in notebook.</p>		
<p><b>CRD 4.5</b> Use current informatics technology to develop, store, retrieve and disseminate information and data</p>	<p>A. Use nutrient analysis software to complete nutrient analyses of patients' diets. (i.e., What is the patient's usual food intake at home in a typical 24-hour period? What is the nutrient value of that food intake? How can the diet be modified to support better health?)</p> <p>B. Develop an improved meal plan for one day based on the patient's prescribed diet and usual intake. Provide this information in as many of the ten case reports as possible.</p>	<p>A. Report to be evaluated by Preceptor. Document in notebook.</p>		
<p><b>CRD 4.11</b> Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers</p>	<p>A. Describe current key political, legislative, and economic factors affecting medical nutrition therapy.</p> <p>B. List and discuss payment/reimbursement for medical nutrition therapy.</p>	<p>A. Report to be evaluated by Preceptor. Document in notebook.</p> <p>B. Report to be evaluated by Preceptor.</p>		

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**Definitions**

**Excellent:** Intern has met and exceeded the competency requirement and program expectations.

**Satisfactory:** Intern has met the competency requirement and program expectations.

**Unsatisfactory:** Intern’s performance and/or written report inadequate and does not meet program expectations.

**Incomplete:** Intern is on track to meet the competency, however, is missing key elements. Intern will revise and re-submit.

**RECORD EACH CASE STUDY BELOW.**

Case study guidelines are found on page 92.

**A total of ten (10) written case studies to include the following diagnoses or interventions:**

<b>Case Study</b>	<b>Date Completed</b>	<b>Evaluation: E/S/U/I</b>
1. Enteral nutrition support		
2. Parenteral nutrition support		
3. Cardiovascular Disease		
4. Renal disease, multi-system organ failure, or trauma		
5. Type 1 Diabetes		
6. Type 2 Diabetes		
7. GI Disease <i>or</i> Liver Disease <i>or</i> Pancreatic Dysfunction		
8. Obesity <i>or</i> Eating Disorder		
9. Lifecycle: obstetric patient, infant, child, adolescent, geriatric		
10. Cancer <i>or</i> Pulmonary Disease		

\*Competency statements are from the Accreditation Council for Education in Nutrition and Dietetics of The Academy of Nutrition and Dietetics, 2012 Accreditation Standards for Internship Programs in Nutrition and Dietetics (IP).

***Revised 7/2013***

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**Oral Presentation Rubric**

<b>Trait</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>NONVERBAL SKILLS</b>				
Eye Contact	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
Body Language	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhances articulation.	Very little movement or descriptive gestures.	No movement or descriptive gestures.
Poise	Speaker displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness is obvious; has trouble recovering from mistakes.

Comments:

<b>Trait</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>VERBAL SKILLS</b>				
Enthusiasm	Demonstrates a strong, positive feeling about topic during entire presentation.	Occasionally shows positive feelings about topic.	Shows some negativity toward topic presented.	Shows absolutely no interest in topic presented.
Elocution	Speaker uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Speaker's voice is clear. Speaker pronounces most words correctly. Most audience members can hear presentation.	Speaker's voice is low. Speaker incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Speaker mumbles, incorrectly pronounces terms, and speaks too quietly for a majority of audience to hear.

Comments:



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<b>Trait</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>CONTENT</b>				
Subject Knowledge	Speaker demonstrates full knowledge by answering all questions with explanations and elaboration.	Speaker is at ease with expected answers to all questions, without elaboration.	Speaker is uncomfortable with information and is able to answer only rudimentary questions.	Speaker does not have grasp of information; speaker cannot answer questions about subject.
Organization	Speaker presents information in logical, interesting sequence which audience can follow.	Speaker presents information in logical sequence which audience can follow.	Audience has difficulty following presentation because speaker jumps around.	Audience cannot understand presentation because there is no sequence of information.
Mechanics	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Speaker's presentation has four or more spelling and/or grammatical errors.

**Comments:**

**TOTAL SCORE:** \_\_\_\_\_  
(28-32 = A; 25-27 = B; 22-24 = C; 19-21 = D)

**Recommendations for future presentations:**



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NUTRITION THERAPY ROTATION**

## ***Guidelines for Clinical Case Studies***

### **Overall Objective:**

*To further develop knowledge and skills in providing medical nutrition therapy and gain practical experience to prepare you as an entry level dietitian.*

### **Case studies must include (but are not limited to):**

- ❖ Patient Profile:
  - DOB
  - Age
  - Sex
  - Diagnosis
  - Occupation
  - Education
  - Household members
  - Ethnic background
  - Religious affiliation (if applicable) Referring physician
  - Personal habits that may be pertinent to dx's (i.e. exercise or lack thereof, smoking, alcohol consumption)
- ❖ Background Research regarding diagnosis and/or disease state and nutritional intervention (i.e. pathophysiology of the disease condition)
- ❖ Patient's Medical History
- ❖ Pertinent Laboratory Findings and implications for your specific patient
- ❖ Pertinent Medications and implications that relate to your patient
- ❖ Treatment (other than diet)
- ❖ Your Actions – what did you do for this patient?
- ❖ Prognosis
- ❖ Team Approach
- ❖ Discharge Recommendations
- ❖ Nutritional Screening and Full Assessment (completed by intern) including a SOAP/ADIME note indicating nutritional status and estimated nutrient needs (kcal, protein, and possibly fluid)
- ❖ Nutritional diagnosis and/or Nutrition Care Plan
- ❖ Follow-up SOAP/ADIME note(s) (completed by intern); try to show effectiveness of your actions.
- ❖ Patient's Usual Dietary Intake (w/nutrient analysis) and a Modified Intake Plan using usual intake as guide (w/nutrient analysis); Note significant information, i.e., %CHO on a diabetic patient, vitamin C intake on a smoker, protein intake, etc.
- ❖ Patient Education (Nutrition)
- ❖ References

Clinical preceptor will review, provide input, and ask pertinent questions regarding the case study to ensure your knowledge of the case study/disease state/nutritional implications prior to handing it in to the DI coordinator. Preceptor must sign off on case study prior to turning in to DI coordinator.

During rotation site visits, interns are expected to present the case studies to the Preceptor, DI Director, 1<sup>st</sup> year dietetic interns, etc. Interns must be prepared to answer questions regarding case study/disease state/nutritional implications. Questions must be satisfactorily answered by intern, as judged by the Preceptor and DI Director to be accepted and signed off on.

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## Student Practice Review Evaluation (SPRE)

ROTATION: Medical Nutrition Therapy

SITE: \_\_\_\_\_

SPRE Committee Members: \_\_\_\_\_

DIETETIC INTERN (Student): \_\_\_\_\_

	<b>SIGNATURES</b>		
	Week No.** ___ Date___	Week No.** ___ Date___	Week No. ___ Date___
Dietetic Intern:			
Preceptor:			
Faculty Supervisor:			
Other:			

\*\*Statement of intern’s progress (1=Highly Satisfactory; 2=Satisfactory; 3=Needs Improvement; 4=Unsatisfactory):

Number of days the intern was late \_\_\_\_\_ or absent \_\_\_\_\_ during the rotation.

\*If late or absent, the intern contacted me ahead of time to explain the situation. Yes \_\_\_\_\_ No \_\_\_\_\_\*

\*Please describe:

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**Dietetic Intern Evaluation Form for MNT**

**Dietetic Intern** \_\_\_\_\_

**Preceptor** \_\_\_\_\_

**Rotation** \_\_\_\_\_

This evaluation represents Preceptor's assessment of dietetic internship student's competence and readiness as an entry-level dietitian in *Medical Nutrition Therapy (clinical dietetics)*. It is used to help Faculty Supervisor determine final grade for this rotation.

**PLEASE CHECK ONE BLANK BELOW:**

I. \_\_\_\_\_ This candidate has met and exceeded the competencies in the time allowed in the *clinical* area to function as an entry-level dietitian. Given my knowledge of this candidate's current performance, he/she should have little difficulty becoming a practicing dietitian.

II. \_\_\_\_\_ This candidate has met all the competencies, and given additional study/practice, should be able to function in the *clinical* area as an entry level dietitian. Given my knowledge of this candidate's current performance, he/she should plan to devote additional time to the study of the *clinical* area.

III. \_\_\_\_\_ This candidate has met some of the competencies, and needs additional study/practice to be able to function as an entry level dietitian. Given my knowledge of this candidate's current performance, a plan for further supervised practice should be developed for the student and he/she should plan to devote additional time to the study and practice of the *clinical* area.

**Preceptor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\*I=A

II=B

III=C

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**Competencies/Learning Outcomes for Dietetic Internship Programs – COMMUNITY PRACTICUM**

**1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice.**

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives	<p>A. Define outcomes as they relate to community nutrition. Where are they found and how are they used? Write a report describing the outcomes most frequently used in your community setting. Identify trends and implications.</p> <p>B. Complete a rotation project using outcome data that adds to the knowledge of the field of public health and improves the nutritional status of the public. Project to include measurable objectives.</p>	<p>A. Report to be evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p> <p>B. Project evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p>		
<b>CRD 1.3</b> Justify programs, products, services and care using appropriate evidence or data	<p>A. Choose a nutrition program in your community and supervise its activities for 1 day. Review the policies and procedures, goals and objectives specific to the program. Evaluate the effectiveness of the program.</p>	<p>A. Project evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p>		
<b>CRD 1.4</b> Evaluate emerging research for application in dietetics practice	<p>A. Read and evaluate 5 current (within 1 year) journal articles that relate to public health. Critique articles using the "Analyzing the Content of a Research Article" form available in your student handbook.</p> <p>B. Choose a current public health topic that is controversial. Explain both sides of the controversy, backing up statements and arguments with scientific evidence.</p> <p>C. Distinguish between outcomes and research. Where can outcomes and research data be found? How is it helpful in the field of community nutrition?</p>	<p>A. Documentation evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p> <p>B. Summary evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p> <p>C. Summary evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p>		

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**Competencies/Learning Outcomes for Dietetic Internship Programs – COMMUNITY PRACTICUM**

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 1.5</b> Conduct projects using appropriate research methods, ethical procedures and data analysis	A. Review at least 10 articles on community nutrition and/or community nutrition programs. Critique the content of the article using the "Analyzing the Content of a Research Article" form that is in your student handbook. The articles must be approved and/or provided by your Preceptor. May be used in <b>rotation project**</b> . See note at end of comps.	A. Written evaluations assessed by Preceptor and Faculty Supervisor. Document in notebook.		

**2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.**

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 2.1</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics	A. Read and examine <i>Code of Ethics for the Profession of Dietetics</i> . B. Model acceptable professional behavior throughout experience. C. Demonstrate ability to communicate effectively--orally and in writing.	A. Signed statement indicating understanding and agreement to these principles. B. Preceptor and Faculty Supervisor evaluate. C. Evaluated by Preceptor and Faculty Supervisor. Document in notebook.		
<b>CRD 2.2</b> Demonstrate professional writing skills in preparing professional communications (Tip: <i>Examples include research manuscripts, project proposals, education materials, policies and procedures</i> )	A. Revise or develop brochures or educational materials for target population(s) of the facility.	A. Products evaluated by Preceptor and Faculty Supervisor. Document in notebook.		

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<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 2.3</b> Design, implement and evaluate presentations to a target audience (Tip: <i>A quality presentation considers life experiences, cultural diversity and educational background of the target audience.</i> )	<ul style="list-style-type: none"> <li>A. Plan, prepare, present, and evaluate at least one in-service presentation to professional staff. Summarize evaluations.</li> <li>B. Evaluate a minimum of three educational presentations (other than your own) using the Oral Presentation Checklist.</li> </ul>	<ul style="list-style-type: none"> <li>A. Written lesson plans reviewed and approved by Preceptor prior to presentation. Performance evaluated by Preceptor. Document.</li> <li>B. Evaluations reviewed by Preceptor and Faculty Supervisor. Document.</li> </ul>		
<b>CRD 2.5</b> Demonstrate active participation, teamwork and contributions in group settings	<ul style="list-style-type: none"> <li>A. Actively participate in a community-based health promotion/disease prevention task force, initiative, project, or program approved by your Preceptor. Summarize the mission, goals, objectives, and recent activities. Explain your role in the program.</li> <li>B. Actively participate in health fair in the community and assist w/various screenings. Describe the activity and your participation. Complete a health assessment of yourself.</li> </ul>	<ul style="list-style-type: none"> <li>A. Summary to be evaluated by Preceptor and Faculty Supervisor. Document in notebook.</li> <li>B. Summary to be evaluated by Preceptor and Faculty Supervisor. Document in notebook.</li> </ul>		
<b>CRD 2.7</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	<ul style="list-style-type: none"> <li>A. Create file and index of community services in notebook including addresses, phone numbers, and names of contact persons.</li> <li>B. Document how the nutritionist works with other health care team members in providing education and counseling.</li> <li>C. Document and demonstrate the process of referral. Provide appropriate client referrals to other team members and other health care and social service agencies. The write-up should include characteristics of clients referred and description of how, when, and why a client would be referred.</li> </ul>	<ul style="list-style-type: none"> <li>A. Preceptor and Faculty Supervisor evaluate. Document in notebook.</li> <li>B. Preceptor and Faculty Supervisor evaluate. Document in notebook.</li> <li>C. Preceptor and Faculty Supervisor evaluate. Document at least five referrals in notebook.</li> </ul>		

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**Competencies/Learning Outcomes for Dietetic Internship Programs – COMMUNITY PRACTICUM**

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 2.8</b> Apply leadership skills to achieve desired outcomes	<p>A. Evaluate the screening activities of the agency. Use agency form if available. Summarize your evaluations.</p> <p>B. Throughout your rotation, you will assist your Preceptor as needed. However, you must document how you have managed or helped manage the department, program, and service for <u>no less than 3 days</u> as a professional public health nutritionist, taking calls as the "assistant". Record decisions that confronted you during the management experience. Document with written log.</p> <p>C. Participate with a nutritionist in reviewing the state licensure procedures to assure that nutrition services are in line with agency plans and regulations. Review most recent monitoring tool. Do extended care facilities meet the food and nutrition needs of clients and target markets? Complete one on-site review and evaluate licensure compliance. Complete written evaluation and recommendation(s) with the supervision of a Registered Dietitian.</p>	<p>A. Summary evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p> <p>B. Performance evaluated by Preceptor. Document in notebook.</p> <p>C. Preceptor evaluates student's review, evaluation, and recommendations. Faculty Supervisor also reviews. Document in notebook.</p>		
<b>CRD 2.9</b> Participate in professional and community organizations (Examples: SIDA, IDA, & The Academy)	<p>A. Attend <b>and participate in</b> at least three dietetic continuing education programs offered at the local, regional, state, or national level. Other professional meetings may also be acceptable (ask faculty supervisor). Summarize learning outcomes from meetings and application to professional practice.</p> <p style="text-align: right;"><i>Continued . . .</i></p>	<p>A. Explain how these presentations meet a personal goal or apply to internship experiences, and write a summary of how the presentations apply to practice or professional growth.</p>		



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	1. _____ 2. _____ 3. _____			
<b>CRD 2.10</b> Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services (Tip: <i>Other health professionals include physicians, nurses, pharmacists, etc.</i> )	A. Record orientation activities to state and regional public health services. B. Diagram an organizational chart for your community rotation site including divisions, sections, departments, employees, etc. Address funding issues. C. Describe how agency policies and procedures are developed, disseminated, and enforced. Explain the process of revising policies and procedures.	A. Record evaluated by Preceptor and Faculty Supervisor. Document in notebook. B. Diagram and summary evaluated by Preceptor and Faculty Supervisor. Document in notebook. C. Definition and plan evaluated by Preceptor and Faculty Supervisor. Document in notebook.		
<b>CRD 2.11</b> Demonstrate professional attributes within various organizational cultures (Tip: <i>Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.</i> )	A. Demonstrate good time management skills, work prioritization, and work ethic throughout rotation experience.	A. Performance to be evaluated by Preceptor.		
<b>CRD 2.12</b> Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration	A. Keep a daily log (journal) of visits, topics of discussions, working agreements, etc., with health care team and list influence of each person visited on dietetic/health promotion services. Record observations or participation in activities. B. Write a sample goal for your CDR Professional Development Dietetic Portfolio (self-assessment). <b>Continued . . .</b>	A. Logs evaluated by Preceptor and Faculty Supervisor. Document in notebook. B. Goal to be evaluated by Preceptor and Faculty Supervisor.		

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	<p>C. At each of the three evaluation visits, be prepared to describe your professional strengths, weaknesses, and areas needing more attention or direction (self-assessment).</p> <p>D. Throughout your rotations update your professional portfolio.</p>	<p>C. Preceptor(s) list positive aspects, as well as areas for growth, of intern's community abilities.</p> <p>D. To be evaluated by Preceptor and Faculty Supervisor.</p>		
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**3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations**

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<p><b>CRD 3.1</b> Perform the Nutrition Care Process (a through e below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings</p> <p><b>a.</b> Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</p> <p><b>b.</b> Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</p> <p><b>c.</b> Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</p> <p style="text-align: right;"><i>Continued . . .</i></p>	<p>A. Screen a minimum of 5 clients and complete SOAP/ADIME notes/care plans.</p> <p>B. Write and present summary reports for the individuals from agencies, e.g. WIC, Head Start.</p>	<p>A. Notes to be reviewed and approved by Preceptor.</p> <p>B. Summary reports evaluated by Faculty.</p>		

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<p><b>d.</b> Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</p> <p><b>e.</b> Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting</p>				
<p><b>CRD 3.2</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats. (Tip: <i>Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.</i>)</p>	<p>A. Describe how the agency promotes programs, conferences, trainings, and workshops. Explain why or why not this is an effective way to market. Give specific examples and include marketing materials, if possible.</p> <p>B. Write at least two public service announcements for populations intended. (PSA's for radio, TV, or newspaper; newsletter or internet articles). If appropriate, and if approved by Preceptor, submit for media use.</p>	<p>A. Report to be evaluated by Preceptor and Faculty Supervisor.</p> <p>B. Products evaluated by Preceptor and Faculty Supervisor.</p>		
<p><b>CRD 3.3</b> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management (Tip: <i>Students/interns should consider health messages and interventions that integrate the consumer's desire for taste, convenience and economy with the need for nutrition, food safety.</i>)</p>	<p>A. Conduct at least one program promoting consumer health, wellness and lifestyle management. Include a complete assessment of target populations, determination of need, objectives, methods, implementation, marketing materials, and evaluation. Cost program or workshop.</p>	<p>A. Written lesson plans reviewed and approved by Preceptor prior to presentation. Performance evaluated by Preceptor.</p>		
<p><b>CRD 3.4</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends</p>	<p>A. Effectively and appropriately answer questions posed by workshop attendees and preceptor(s). Refer to DI 3.4 and 5.8.</p>	<p>A. Performance evaluated by Preceptor.</p>		

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

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 4.3</b> Participate in public policy activities, including both legislative and regulatory initiatives	<p>A. Recognize the impact of political, legislative, and economic factors on dietetic practice. Observe hearing(s), write letter(s) (e.g., on proposed legislation or proposed regulations from the Federal Register), or in some way participate in the legislative process.</p> <p>B. Participate in policy making related to health and nutrition services, programs, and projects in community rotation. Participate as an advocate in legislation related to nutrition and health. State, in writing, the influence of a specific law or federal guideline on two existing programs. Identify where authority lays for these programs at the Federal, State, or local levels.</p>	<p>A. Documentation of selected activity reviewed by Preceptor and Faculty Supervisor.</p> <p>B. Summary evaluated by Preceptor and Faculty Supervisor.</p>		
<b>CRD 4.5</b> Use current informatics technology to develop, store, retrieve and disseminate information and data	<p>A. Use computer and other technologies in the practice of dietetics by collecting or using existing data and practice storing, retrieving, analyzing, and interpreting health data, to complete a rotation research project and other studies as assigned.</p> <p>B. Describe various methods of communication used by health professionals. What are the advantages/disadvantages of each? Provide examples.</p> <p>C. Describe data sources frequently used in community nutrition. How are they used? Who gathers the data? How is it analyzed? What reports are generated, if any?</p>	<p>A. Rotation project, and other projects as assigned, evaluated by Preceptor and Faculty Supervisor.</p> <p>B. Summary evaluated by Preceptor and Faculty Supervisor.</p> <p>C. Summary evaluated by Preceptor and Faculty Supervisor.</p>		

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**5. Community emphasis competencies/learning outcomes.**

**Upon completion of the program, graduates are able to:**

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 5.1</b> Observe and evaluate nutrition and health care for diverse population groups across the lifespan.	A. Provide health promotion and disease prevention services by providing direct nutrition care and counseling through systematic screening, assessment, planning, intervention, and evaluation for individuals and groups in the community. Include as much diversity as possible: i.e., different age groups, cultures, religions, etc. Document differences in services based on different populations.	A. Performance evaluated by Preceptor		
<b>CRD 5.2</b> Conduct community-based nutrition and health program outcome assessment/evaluation.	A. Actively participate in a community-based health promotion/disease prevention task force, initiative, project, or program approved by your Preceptor. Summarize the mission, goals, objectives, and recent activities. Explain your role in the program.  B. Participate with a nutritionist in reviewing the state licensure procedures to assure that nutrition services are in line with agency plans and regulations. Review most recent monitoring tool. Do extended care facilities meet the food and nutrition needs of clients and target markets? Complete one on-site review and evaluate licensure compliance. Complete written evaluation and recommendation(s) with the supervision of a Registered Dietitian.	A. Performance evaluated by Preceptor.  B. Preceptor and Faculty Supervisor to evaluate student's review, evaluation, and recommendations.		

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<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<p><b>CRD 5.3</b> Compare and contrast community-based food and nutrition programs.</p> <p><b>CRD 5.7</b> Consult with organizations regarding food access for target populations.</p>	<p>A. Visit 10 different facilities with community nutrition components. Sites must include a long-term care facility, a school, a Wellness Program, and a WIC site. Additional sites may include: group homes, senior citizen's center, farmer's market, Head Start agency, soup kitchen, food pantry, homeless shelter, food bank, University of Illinois Extension, etc.). <b>Summarize</b> your visits including an explanation as to why the program was established, the program's mission and goals, how it is funded, how many people it serves, what are the eligibility requirements, how the program marketed, etc.</p>	<p>A. Record evaluated by Preceptor and Faculty Supervisor.</p>		
<p><b>CRD 5.4</b> Participate in needs assessment, nutrition surveillance and/or monitoring of target groups or communities</p>	<p>A. Document the use of food, nutrition, and social services in community programs. Assess and analyze agency to identify multidisciplinary program and approaches to delivery of services. Describe agencies in community and refer clients to agencies.</p> <p>B. Choose a nutrition program in your community and supervise its activities for 1 day. Review the policies and procedures, goals and objectives specific to the program. Evaluate the effectiveness of the program.</p> <p>C. Interpret data from computer output and compare data to appropriate national data (e.g., NHANES, NFCS).</p> <ul style="list-style-type: none"> <li>• Evaluate nutrition survey and surveillance findings and other reported nutrition research for accuracy, reliability, practical implications, and applying research information &amp; methods to dietetic practice.</li> </ul>	<p>A. Record evaluated by Preceptor and Faculty Supervisor.</p> <p>B. Preceptor and Faculty Supervisor evaluates student's review, evaluation, and recommendations.</p> <p>C. Summary evaluated by Preceptor and Faculty Supervisor.</p>		

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<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: E/S/U/I</b>	<b>Week Project Completed</b>
<b>CRD 5.5</b> Participate in community-based research	<p>A. Apply data (survey) to at least two situations in community setting. Use data for at least one workshop and/or media event and/or for a rotation project.</p> <p>B. Summarize and interpret data from computer output and compare data to appropriate national data (e.g., NHANES, NFCS). This may be related to rotation project or other duties as assigned.</p>	<p>A. Performance and projects evaluated by Preceptor and Faculty Supervisor.</p> <p>B. Summary evaluated by Preceptor and Faculty Supervisor.</p>		
<b>CRD 5.6</b> Participate in nutrition and health policy development and evaluation based on community needs and resources	<p>A. Identify specific agency activities (nutrition related) that support Year 2020 objectives.</p> <p>B. Develop strategies to meet identified specific agency activities that support Year 2020 objectives.</p>	<p>A. Documentation evaluated by Preceptor and Faculty Supervisor.</p> <p>B. Strategies evaluated by Preceptor and Faculty Supervisor.</p>		
<b>CRD 5.7</b> Consult with organizations regarding food access for target populations	<b>TBA</b>			
<b>CRD 5.8</b> Develop a health promotion/disease prevention intervention project.	<p>A. Conduct a minimum of two nutrition programs / workshops that include a complete assessment of target populations, determination of need, objectives, methods, implementation, and evaluation. Cost programs or workshops.</p>	<p>A. Written lesson plans reviewed and approved by Preceptor prior to presentation. Performances evaluated by Preceptor.</p>		
<b>CRD 5.9</b> Participate in waived point-of-care testing, such as hematocrit and blood glucose levels, and conduct general health assessment, e.g., blood pressure and vital signs.	<p>A. Describe various lab tests performed in the community setting. What is measured? Why? What groups are at risk? How clients are counseled if risk factors are identified?</p> <p>B. Perform at least 2 of these tests on others or yourself.</p>	<p>A. Documentation evaluated by Preceptor and Faculty Supervisor.</p> <p>B. Evaluation by Faculty.</p>		

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**\*\*The rotation project is a major project assigned by the preceptor. The project is to be summarized in a report that includes (A) Needs Assessment, (B) Literature Review, (C) Purpose/Goals/Objectives of Project, (D) Implementation/Procedures/Methods, (E) Evaluation, (F) Results or Product (Discussion), and (G) Marketing (if applicable). The project will be applied to appropriate competencies/learning outcomes upon completion.**

**Definitions**

**Excellent:** Intern has met and exceeded the competency requirement and program expectations.

**Satisfactory:** Intern has met the competency requirement and program expectations.

**Unsatisfactory:** Intern's performance and/or written report inadequate and does not meet program expectations.

**Incomplete:** Intern is on track to meet the competency, however, is missing key elements. Intern will revise and re-submit.

\*Competency statements are from the Accreditation Council for Education in Nutrition and Dietetics of The Academy of Nutrition and Dietetics, 2012 Accreditation Standards for Internship Programs in Nutrition and Dietetics (IP).

***Revised 7/2013***



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**Community Sites with Nutrition Component**

*Complete as many of your 10 visits as possible prior to going out on rotations. Each visit must be to different types of facilities.*

**HHS. Health and Human Services (U.S. Dept. of...).** [www.hhs.gov](http://www.hhs.gov)

- **ACF.** Administration for Children and Families
  - TANF. Temporary Assistance to Needy Families
  - Head Start
- **AOA.** Administration on Aging.
  - Meals on Wheels
- **CDC.** Centers for Disease Control and Prevention. [www.cdc.gov](http://www.cdc.gov)
  - National Center for Chronic Disease Prevention and Health Promotion
  - National Center for Environmental Health
  - National Center for Health Statistics
- **CMS.** Centers for Medicare & Medicaid Services (formerly HCFA)
- **FDA.** Food and Drug Administration
- **NIH.** National Institutes of Health. [www.nih.gov](http://www.nih.gov)
  - **NCI.** National Cancer Institute
  - **NHLBI.** National Heart, Lung, and Blood Institute
  - **NIA.** National Institute on Aging
  - **NIAAA.** National Institute on Alcohol Abuse and Alcoholism
  - **NICHD.** National Institute of Child Health and Human Development
  - **NIDDK.** National Institute of Diabetes and Digestive and Kidney Diseases
  - **NIGMS.** National Institute of General Medical Sciences
  - **NLM.** National Library of Medicine
  - **NCCAM.** National Center for Complementary and Alternative Medicine
  - **NCMHD.** National Center on Minority Health and Health Disparities
    - **Note.** There are many more institutes & centers at NIH.

**USDA.** United States Department of Agriculture. [www.usda.gov](http://www.usda.gov)

- **FSIS.** Food Safety Inspection Service
  - Consumer Education and Information
- **FNS.** Food and Nutrition Service
  - Food Stamp Program
  - Food Distribution Program
    - Child Nutrition Programs
    - School Lunch Program
    - School Breakfast Program
    - Child Care Program
    - Summer Food Program
  - **WIC.** Women, Infants and Children Program/Farmers' Market
  - Community Food Security
- **CNPP.** Center for Nutrition Policy and Promotion
  - Food Guide Pyramid
  - Dietary Guidelines
- Food Pantries
- Soup Kitchens
- Homeless Shelters
- Food Banks
- University of Illinois Extension
- **IDPH.** Safety and Sanitation inspections

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Competencies/Learning Outcomes for Dietetic Internship Programs – COMMUNITY  
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**Outline for Analyzing Original Research Articles for  
FN 540 & Dietetic Internship Program at SIUC\***

**Title and authors of article: Please continue on back as needed...**

1. Is the title sufficiently informative?
2. Does the title inspire you to want to read the article?
3. Do you recognize the authors' names, credentials, and/or affiliations?

**Introduction and Objective of the Study:**

4. Is the "problem" stated clearly and concisely? What gap in knowledge is being addressed in the study? Is the problem important?
5. Do the authors use the existing literature to develop a sound and logical rationale for the study? Are the references appropriate and comprehensive?
6. Do the authors provide a theoretical context for the study?
7. Is the specific purpose of the study clearly stated? Are the hypotheses or guiding questions clearly stated?

**Methods:**

8. Who were the subjects? Were the subjects adequately described?
9. How were the subjects selected, and from what population were they chosen?
10. Did the authors clearly state any exclusion criteria or inclusion criteria?
11. How many subjects were studied? What was the "N"?
12. Was the research design clearly described?
13. Was the research design appropriate for answering the research question?
14. Were subjects assigned to groups, or were intact groups used?
15. Was a randomization procedure used? Was a control group used?
16. How many groups were tested?
17. Were the screening / survey instruments described in detail?
18. Did the authors document the reliability and validity of the instruments?
19. Were the data collection procedures described adequately to allow for replication?
20. Were operational definitions provided for all dependent and independent variables?
21. Did the authors address each research question in the analyses?

**Results:**

22. Were the results presented clearly? Were the figures and tables presented clearly?
23. Were the results statistically significant?

**Discussion and Conclusions:**

24. How did the authors interpret the results? Do you agree with the authors?
25. Did the authors clearly state whether the hypothesis was rejected or accepted?
26. Did the authors consider alternative explanations for the obtained results?
27. Did the authors identify limitations of the study?
28. Regardless of the statistical outcome, are the results *clinically* important?
29. Did the authors discuss how the results apply to practice?
30. Did the authors present suggestions for further research needed?
31. Did the stated conclusions flow logically from the obtained results?

**Abstract:**

32. Does the abstract contain specific and accurate information about the purpose, methods, results, and major conclusions of the presented work?

\*Adapted from Portney, LG and Watkins MP. Foundations of Clinical Research. Appleton, Lange, Norwalk, 1993.

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## Student Practice Review Evaluation (SPRE)

ROTATION: Community Nutrition

SITE: \_\_\_\_\_

SPRE Committee Members: \_\_\_\_\_

DIETETIC INTERN (Student): \_\_\_\_\_

	<b>SIGNATURES</b>		
	Week No.** __ Date__	Week No.** __ Date__	Week No. __ Date__
Dietetic Intern:			
Preceptor:			
Faculty Supervisor:			
Other:			

**\*\*Statement of intern's progress (1=Highly Satisfactory; 2=Satisfactory; 3=Needs Improvement; 4=Unsatisfactory):**

Number of days the intern was late \_\_\_\_\_ or absent \_\_\_\_\_ during the rotation.

\*If late or absent, the intern contacted me ahead of time to explain the situation. Yes \_\_\_\_\_ No \_\_\_\_\_\*

\*Please describe:

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**APPENDIX A: Competencies/Learning Outcomes for Dietetic Internship Programs –  
COMMUNITY PRACTICUM**

**Dietetic Intern Evaluation Form for Community**

**Dietetic Intern** \_\_\_\_\_

**Preceptor** \_\_\_\_\_

**Rotation** \_\_\_\_\_

This evaluation represents Preceptor's assessment of dietetic internship student's competence and readiness as an entry-level dietitian in *Community*. It is used to help Faculty Supervisor determine final grade for this rotation.

**PLEASE CHECK ONE BLANK BELOW:**

I. \_\_\_\_\_ This candidate has met and exceeded the competencies in the time allowed in the *Community* area to function as an entry-level dietitian. Given my knowledge of this candidate's current performance, he/she should have little difficulty becoming a practicing dietitian.

II. \_\_\_\_\_ This candidate has met all the competencies, and given additional study/practice, should be able to function in the *Community* area as an entry level dietitian. Given my knowledge of this candidate's current performance, he/she should plan to devote additional time to the study of *Community*.

III. \_\_\_\_\_ This candidate has met some of the competencies, and needs additional study/practice to be able to function as an entry level dietitian. Given my knowledge of this candidate's current performance, a plan for further supervised practice should be developed for the student and he/she should plan to devote additional time to the study and practice of the *Community* area.

**Preceptor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

\*I=A  
II=B  
III=C

## Evaluations

### Instructions for Rotation Evaluation Form for Supervised Practice Rotations

Please help us evaluate SIU's Dietetic Internship Program by completing the attached form. We will use your responses to improve the program as well as to maintain its best features. Each rotation is evaluated separately.

To prevent bias, the form needs to be completed before you are assigned a grade. Please feel comfortable in providing your most honest assessments. Your evaluations will be kept confidential when you follow the steps below.

#### Instructions:

1. One week before the end of your rotation, complete the appropriate Rotation Evaluation Form (i.e., for clinical, management or community).
2. Send the evaluation to the address on page 3 of the form. Be sure to include "Attention: Rotation Evaluation Form". This will insure that your envelope is opened by the secretary and not by faculty.
3. Your envelope must be postmarked by the date indicated at the bottom of this cover sheet. This timing assures that you do not receive a grade until after you have completed the evaluation.
4. Keep this cover sheet and the next blank page intact. A staff person will remove the cover sheet and record that you returned your Rotation Evaluation Form in a timely manner. The blank sheet will further insure that your responses will not be viewed prior to your grade assignment. Your completed Rotation Evaluation Form will be filed away until you have completed each supervised practice rotation and each grade has been officially recorded.

Reminder: the term "Faculty Supervisor" refers to the SIUC faculty member who reviewed your progress during the rotation. "Rotation Site" refers to the process and individuals involved in your experience. The term "preceptor" refers to the person(s) on site (hospital/health department) who directed your experience.

For our records, please print your name and date clearly in the box below. The evaluation form will be removed from the top sheet so that your name will not be identified with it. This process assures the confidentiality of your responses.

<b>Name:</b>
Complete form and Mail (postmark) by:

Circle appropriate Rotation:    **CLINICAL**    **MANAGEMENT**    **COMMUNITY**

Postmark Deadline \_\_\_\_\_

**Evaluations**

# Rotation Evaluation

\_\_\_\_\_ Clinical

\_\_\_\_\_ Community  
\_\_\_\_\_ Management

**INSTRUCTIONS**

Please answer each question carefully. This evaluation is important because supervised practice experiences are an integral aspect of the academic program. Preceptors and faculty supervisor are links between rotation site and university. Your evaluation is helpful for facilitating changes that affect efficacy of rotations.

Answer questions as they apply to your rotation experience with your preceptor and faculty supervisor. Number 5 represents highest score (i.e., always, outstanding); Number 1 represents lowest score (i.e., never, poor); NA = Not Applicable.

<b>Student Evaluation of Internship Director and Rotation Process</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
1. What is your overall rating of your preparation for this rotation?						
2. Were you given ample opportunity to review the competencies during FN 530 and/or FN 581?						
3. Were your education, professional background, and career objectives met during the placement?						
4. Did you have opportunities for conferences with the internship Director when requested?						
5. Was the internship Director's knowledge about the professional discipline adequate?						
6. Were you provided, when requested, information and/or an opportunity for orientation to sites before placement? (Visits or material)						
7. Were preliminary activities or assignments helpful to your preparation for the rotation?						
8. Did you receive your rotation assignment at least 6 months prior to your rotation?						
9. Was the internship Director responsive to your questions, interests, and concerns?						
10. Was the internship Director available for problem-solving before and during the rotation when you requested it?						
11. Did the internship Director monitor your performance at the rotation site at least once?						
12. Was the internship Director able to advise and teach regarding professional competency areas encountered during the rotation?						
13. Considering the great difference in student educational needs and professional interest, how would you rate overall the effectiveness of the internship Director?						

**Evaluations**

**Comments and Recommendations** regarding teaching effectiveness and responsiveness to students. For any rating below 3 to items listed above, please give specific reasons.

<p style="text-align: center;"><b>Name of Faculty Supervisor:</b> _____</p> <p style="text-align: center;"><b>Name or Rotation Site (Institution &amp; Location):</b> _____</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Student Evaluation of Rotation Site</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
14. Was the site prepared for you and were you briefed on requirements expected by the preceptor?						
15. Were competencies and special projects discussed early in the rotation?						
16. Were required site written assignments or reports made clear?						
17. Did the assignment(s) assist in the integration of academic learning with professional practice?						
18. Did the assignment(s) stimulate you to investigate broadly the environment of the rotation site?						

**ADDITIONAL QUESTIONS**

1. What was your best experience with this rotation?
  
  
  
2. What did you find that you benefit from that you did not expect?
  
  
  
3. What could have been done to better prepare you for this rotation?

**Comments and Recommendations** regarding improvement of the placement: For any rating below 3 to the questions above, please give specific reasons:

## Evaluations

<b>Student Assessment of Preceptor</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
19. Was the preceptor responsive to your questions, interests, and concerns?						
20. Was the preceptor available to you for problem solving during the rotation?						
21. Did the preceptor monitor your performance during the rotation?						
22. Was the preceptor able to advise and teach regarding professional competency areas encountered?						
23. Considering the great differences in students' educational needs and professional interests, how would you rate overall the effectiveness of the preceptor?						

### ADDITIONAL QUESTIONS

1. What could the preceptor have done differently to better meet your needs?

**Comments and Recommendations** regarding teaching effectiveness and responsiveness to students. For any rating below 3 for the items above, please give specific reasons.

ADDITIONAL COMMENTS:

***PLEASE RETURN COMPLETED FORM TO:***

Dietetic Internship Coordinator  
Mailcode 4317  
Southern Illinois University Carbondale  
Carbondale, IL 62901

**Attn: Dietetic Internship Rotation Evaluation**



**Evaluations**

## ***Self-Assessment Tool for Public Health Nutritionists***

The purpose of attached tool is to help you objectively assess your expertise in five general areas of public health nutrition.

This tool is also used to evaluate our graduate degree program in food and nutrition at Southern Illinois University Carbondale. To achieve this, your assistance is extremely important. After being accepted into graduate program in food and nutrition, we ask that you complete the form four times:

- before coursework
- before practicum (supervised practice rotations)
- after practicum
- after passing Registration Examination for Dietitians and working for one year after examination

Please complete requested information in box below. This top sheet will be removed from assessment form so that you will not be identified by name with information you provide. This process has been implemented to insure confidentiality of your responses.

<p>NAME: _____</p> <p>DATE: _____</p> <p>I completed this assessment tool (check appropriate box):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Before coursework</li><li><input type="checkbox"/> Before practicum</li><li><input type="checkbox"/> After practicum</li><li><input type="checkbox"/> After R.D. Examination and one year of work</li></ul>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**PLEASE RETURN COMPLETED FORM TO:**

Dietetic Internship Coordinator  
Food & Nutrition, Mailcode 4317  
Southern Illinois University Carbondale  
Carbondale, IL 62901  
*ATTN: Self-Assessment, PHN*

# Self-Assessment Tool for Public Health Nutritionists

*This tool is designed to help you implement ADA Standards of Practice (#4) and objectively assess your expertise in five general areas of public health nutrition. You can use the assessment to develop a career development plan. It is important to complete each item even though the particular skill or knowledge may not be required in your present job.*

For purpose of this self-assessment, following definitions are used:

1. **Expert** – possess this knowledge/skill as a result of training and/or experience and feel able to speak and act with authority in this area
2. **Competent** – feel knowledge/skill exceeds average but is less than level of “expert”
3. **Adequate** – consider knowledge/skill is satisfactory or average
4. **Beginner** – feel knowledge/skill is characterized by uncertainty and lack of confidence
5. **Unqualified** – assess knowledge/skill as inadequate and performance in area would be difficult without technical assistance; assistance would be needed if required to apply this knowledge/skill

## I. Nutrition and Dietetics Practice

	<b>EXPERT</b>	<b>UNQUALIFIED</b>			
• Knowledge of the principles and practice of nutrition throughout the life cycle	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
- normal nutrition	1	2	3	4	5
- therapeutic nutrition	1	2	3	4	5
- meal planning, food selection, preparation, processing and service for individuals and groups	1	2	3	4	5
• Knowledge of human behavior, particularly health and diet-related behaviors	1	2	3	4	5
• Knowledge of techniques for effecting behavior change	1	2	3	4	5
• Skill in process of interviewing and counseling	1	2	3	4	5
• Knowledge of the cultures and life styles of ethnic and socioeconomic groups represented in the community	1	2	3	4	5
• Knowledge and skill in nutrition assessment techniques:					
- anthropometrics	1	2	3	4	5
- biochemical	1	2	3	4	5
- clinical	1	2	3	4	5
- dietary	1	2	3	4	5
- socioeconomic	1	2	3	4	5

## Evaluations

	<u>Expert</u>	<u>Unqualified</u>			
• Skill in the interpretation and use of data from nutrition assessment for:					
- individuals	1	2	3	4	5
- populations	1	2	3	4	5

### II. Communication

	<u>Expert</u>	<u>Unqualified</u>			
• Skill in communicating scientific information at levels appropriate for different audiences, both orally and in writing:					
- consumers/public	1	2	3	4	5
- health professionals	1	2	3	4	5
- the media	1	2	3	4	5
• Skill in using various communication channels and working with the media:					
- printed media (newspapers, magazines, newsletters)	1	2	3	4	5
- radio	1	2	3	4	5
- films/video	1	2	3	4	5
- television	1	2	3	4	5
• Knowledge of methods to outreach to prospective clients to enhance their participation in health and nutrition programs	1	2	3	4	5
• Knowledge of the principles of social marketing for use in health and nutrition programs	1	2	3	4	5
• Skill in negotiation and use of group process techniques (brainstorming, focus groups, nominal group process) to achieve goals and objectives	1	2	3	4	5
• Skill in participating effectively as a member of agency and/or community boards, committees, and task forces	1	2	3	4	5
• Skill in using the consultation process	1	2	3	4	5

### III. Public Health Science and Practice

	<u>Expert</u>	<u>Unqualified</u>			
• Knowledge and understanding of the epidemiologic approach to measure and describe health and nutrition problems in the community	1	2	3	4	5
• Knowledge of biostatistics, including principles of:					
- data collection and management	1	2	3	4	5
- statistical analysis and inferences	1	2	3	4	5
- computer applications for data compilation and analyses	1	2	3	4	5
• Knowledge of research design and methodology	1	2	3	4	5
• Skill in interpreting research and its implications for the practice of public health and nutrition	<u>Expert</u>	<u>Unqualified</u>			
	1	2	3	4	5
• Skill in conducting a community health and nutrition needs assessment, including:					

## Evaluations

- knowledge of local community including community networks and power structures	1	2	3	4	5
- knowledge of available data sources and their use	1	2	3	4	5
- skill in soliciting input on perceived needs from clients, community leaders, and health professionals	1	2	3	4	5
- knowledge of community health and human service programs and of appropriate resources for client referral	1	2	3	4	5

### IV. Management

	<u>Expert</u>	<u>Unqualified</u>			
• Skill in community organization	1	2	3	4	5
• Skill in translating community assessment data into agency program plan for nutrition services, including:					
- prioritizing goals	1	2	3	4	5
- development of measurable objectives	1	2	3	4	5
- development of achievable action plans	1	2	3	4	5
- use of quality control measures	1	2	3	4	5
- development of evaluation systems	1	2	3	4	5
• Skill in integrating plan for nutrition services into overall mission and plan of the health agency	1	2	3	4	5
• Skill in organizing and prioritizing work	1	2	3	4	5
• Knowledge of quality assurance methodology, including the writing of measurable health outcomes and nutrition care standards	1	2	3	4	5
• Skill in applying the principles of personnel management, including:					
- recruiting	1	2	3	4	5
- staffing	1	2	3	4	5
- supervising	1	2	3	4	5
- performance appraisal	1	2	3	4	5
- staff development	1	2	3	4	5
• Skill in applying principles of financial management of health services, including:					
- forecasting of fiscal needs	1	2	3	4	5
- budget preparation and justification	1	2	3	4	5
- reimbursement systems	1	2	3	4	5
- control of revenues and expenditures	1	2	3	4	5
	<u>Expert</u>	<u>Unqualified</u>			
• Knowledge of available funding sources for public health and public health nutrition programs	1	2	3	4	5
• Skill in grant and contract management, including:					
- preparation	1	2	3	4	5
- negotiation	1	2	3	4	5
- monitoring	1	2	3	4	5
• Skill in applying principles of cost/benefit and cost/effectiveness analysis	1	2	3	4	5

## Evaluations

### V. Legislation and Advocacy

	<u>Expert</u>	<u>Unqualified</u>			
• Knowledge of current and emerging public health and nutrition problems	1	2	3	4	5
• Skill in identifying economic and societal trends which have implications for the health and nutritional status of the population	1	2	3	4	5
• Knowledge of the political considerations involved in agency planning and decision making	1	2	3	4	5
• Knowledge of the legislative base for public health and public health nutrition programs	1	2	3	4	5
• Knowledge of federal, state, and local governmental structures and the processes involved in the development of public policy, legislation, and regulations that influence nutrition and health services	1	2	3	4	5
• Knowledge of the purposes, function, and politics of organizations in the community which influence nutrition and health	1	2	3	4	5
• Skill in participating in organized advocacy efforts for health and nutrition programs	1	2	3	4	5

Thank you for your input!

**Evaluations**

**Optional Intern Evaluation Form**

Dietetic Internship Program Director  
 Quigley Hall – Mail Code 4317  
 875 South Normal Avenue  
 Carbondale, IL 62901  
 618-453-7513  
[bgreen@siu.edu](mailto:bgreen@siu.edu)

Intern’s Name: \_\_\_\_\_

Rotation (circle):    Management    Clinical  
                                          Community

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Site (facility) \_\_\_\_\_

Below are a series of descriptive statements. Based on your knowledge of intern’s work, please use following scale to evaluate progress:

- 1 = Always meets objectives without assistance (Excellent)
- 2 = Meets objectives most of the time without assistance (Very good/Good)
- 3 = Meets objectives some of the time with assistance
- 4 = Does not meet objectives
- NA = Not Applicable (please comment)

Place a check mark in appropriate column. Use “Not Applicable” column only when intern has not been required to demonstrate this characteristic on your service and please comment.

<b>I. PLANNING, ORGANIZATION, APPLICATION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N A</b>
1. Makes justifiable decisions, based on facts and/or observation					
2. Organizes work to achieve maximum results in minimum time					
3. Follows through with responsibilities					
4. Recognizes priorities that must be set					
5. Is consistently thorough and accurate					

Comments:

## Evaluations

<b>II. ADAPTABILITY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N A</b>
1. Shows poise and confidence in new or stressful situations					
2. Seeks new and better ways of doing things					
3. Applies common sense to solving of a problems					
4. Is flexible in approach to patient care					

Comments:

<b>III. PROFESSIONAL JUDGMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N A</b>
1. Maintains high standards of performance and ethics					
2. Evaluates own strengths and weaknesses					
3. Does not divulge privileged information					
4. Accepts responsibility for continuing development of personal competence					

Comments:

<b>IV. RESPONSIBILITY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N A</b>
1. Is not reluctant to assume responsibility					
2. Takes responsibility for decisions made					
3. Is dependable; keeps his or her word					
4. Seeks advice when needed					

Comments:

## Evaluations

<b>V. COMMUNICATION SKILLS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N A</b>
1. Writes clearly and concisely					
2. Speaks articulately and effectively					
3. Practices good listening skills					
4. Recognizes when oral or written communication would be most effective					

Comments:

<b>VI. PERSONAL RELATIONSHIPS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N A</b>
1. Cooperates with others—is not a “lone wolf”					
2. Is tactful, courteous and considerate					
3. Is open-minded—avoids undue criticism					
4. Accepts personality differences					

Comments:

<b>VII. PATIENT RAPPORT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N A</b>
1. Transmits a feeling of warmth and kindness					
2. Initiates and maintains meaningful communication					
3. Responds supportively to patient’s needs and feelings					
4. Relates well to persons with different cultural and economic backgrounds					

Comments:



## Evaluations

- VIII. Does intern provide nutritional care by planning realistic objectives, developing a plan to reach these objectives and completing a method of evaluation?
- IX. What, in your opinion, are intern's major strengths?
- X. What recommendations do you make for the intern's next assignment? (Weak points that might be given concentrated effort).

## *Signatures*

Evaluator: \_\_\_\_\_

Intern: \_\_\_\_\_

Date: \_\_\_\_\_

**Evaluations**

**FACILITIES & PROFESSIONAL STAFF PROVIDING  
SUPERVISED PRACTICE EXPERIENCES FOR  
SOUTHERN ILLINOIS UNIVERSITY DIETETIC INTERNS**

1. Name of Facility:
2. Facility accredited/licensed by: \_\_\_\_\_
3. Internship Rotation: Community/Clinical/Management
4. Maximum number of students from this program at one time: \_\_\_\_\_
5. Length of time students from this program are assigned to this facility: \_\_\_\_\_
6. Maximum number of dietetic students from this and other programs in this facility at one time: \_\_\_\_\_
7. Number of Registered Dietitians: \_\_\_\_\_ (total) \_\_\_\_\_ (advanced degree)
8. Number of Dietetic Technicians: \_\_\_\_\_ (total)
9. List all individuals involved with the program at this site, including department head, dietitians, and other professionals who are responsible for teaching, supervising, and evaluating dietetic interns.

Name, Credentials* (if applicable), Title, & Role in DI Program**	Summary of Professional Work Experiences

\*If Registered Dietitian, please include a copy of current CDR card.

\*\*Specify role in program; for example, Preceptor for Cardiac Rotation or Preceptor for Foodservice Management Rotation.

1. Please provide a brief description of your facility/agency/institution (mission, population served):
  
2. Please provide a brief description of department, including services performed, number of employees, and number of individuals served:
  
3. Please provide a brief summary of experiences provided for students:

## **Post-Rotation**

# ***Post-Rotation Presentations***

### **Overall Objectives:**

To integrate knowledge gained from didactic and experiential learning in clinical, food service and community nutrition areas as recommended by Association of Graduate Programs in Public Health Nutrition, Inc. (AGPPHN, Inc.).

To provide students with the opportunity to make an oral presentation of field experiences.

## **I. Management Rotation**

### **Objectives:**

- To share observations and experiences on food service operations, administrative structures, management styles and strategies, educational approaches and evaluation techniques
- To compare and contrast nutrition programs and services in relation to legislation, sponsorship, fiscal constraints, staffing patterns and creative approaches to service delivery

### **Process:**

- Bring rotation notebook to share with pre-experience students
- Provide organized 10-minute presentation covering following topics
  - Characteristics of rotation site, e.g., population served, organization and staffing, services available
  - Brief overview and analysis of abilities developed through observation and/or experience (e.g., achievement of competencies, consultation with professional workers, in-service training, group work with professional and/or non-professionals, preparation of educational materials)
  - Analysis of participation in one major activity (description of service activity, purpose, implementation, evaluation, self-evaluation of performance)
  - Analyze specific problems encountered in the placement, drafting possible solutions from material found in the literature
  - Personal tips on keeping track of notebook, activities, survival skills

## **II. Clinical Rotation**

### **Objectives:**

- To share observations and experiences on clinical operations, inpatient and outpatient services, administrative structures, management styles and strategies, educational approaches, community resources and evaluation techniques.
- To compare and contrast nutrition programs and services in relation to legislation, sponsorship, fiscal constraints, staffing patterns and creative approaches to service delivery

### **Process:**

- Bring rotation notebook to share with pre-experience students
- Provide organized 10-minute presentation covering following topics.
  - Characteristics of rotation site, e.g., population served, organization and staffing, services available
  - Brief overview and analysis of abilities developed through observation and/or experience (e.g., achievement of competencies, consultation with professional workers, in-service training, group

## **Post-Rotation**

work with professional and/or non-professionals, assessment and intervention techniques with patients or clients, preparation of educational materials)

- Analysis of participation in one major activity (description of service activity, purpose, implementation, evaluation, self-evaluation of performance)
- Analyze specific problems encountered in the placement, drafting possible solutions from material found in the literature
- Personal tips on keeping track of notebook, activities, survival skills

## **III. Community Rotation**

### **Objectives:**

- To identify and discuss critical issues affecting manner and delivery of public health nutrition services and application to profession of dietetics
- To compare and contrast nutrition programs and services in relation to legislation, sponsorship, fiscal constraints, staffing patterns and creative approaches to service delivery.

### **Process:**

- Bring rotation notebook to share with pre-experience students
- Provide organized 10-minute presentation covering following topics.
  - Characteristics of rotation site, e.g., population served; vital statistics; economic, social and political characteristics; organization and staffing; public health programs and services available; relationship of public health nutrition programs to needs of population
  - Brief overview and analysis of abilities developed through observation and/or experience (e.g., achievement of competencies, consultation with professional workers, in-service training, group work with professional and/or non-professionals, preparation of educational materials)
  - Analysis of participation in one major activity (description of service activity, purpose, implementation, evaluation, self-evaluation of performance)
  - Analyze specific problems encountered in the placement, drafting possible solutions from material found in the literature
  - Personal tips on keeping track of notebook, activities, survival skills

## *Post-Rotation Description*

For Use by First Semester FN Graduate Students

These reports will be placed in Rotations Binders housed by DI Program Director. They will be available to FN Graduate Students who are trying to decide which rotations will best suit their career goals and objectives.

Please use format provided below. Please include all requested information.

Name of Facility  
Location of Facility  
Type of rotation (management, clinical, or community)  
Your name  
Year in which you completed the rotation

The Report:

Type and double-space your report using a size 12 font. Use Times New Roman or Arial.

Type each lead-in topic listed below. Use boldface type for each of these. Provide information related to each topic. Text of your report information should NOT be boldface.

- **Characteristics of rotation site**
- **Overview and analysis of abilities developed through experience**
- **Analysis of participation in one major activity**
- **Analysis of specific problems encountered in the placement**
- **Personal tips on keeping track of notebook, activities, and survival skills**
- **Contact information (assuming you are willing to have internship students contact you to ask about a rotation)**
- **Additional comments (prn)**

**Post-Rotation**

# How I Completed Competencies

*Choose 3 competencies which you thought were difficult to meet and describe how you completed them.*

✓ Rotation: \_\_\_\_\_ Management \_\_\_\_\_ Clinical \_\_\_\_\_ Community

Facility name & location: \_\_\_\_\_

<i>Competency Number &amp; Letter:</i>	<i>What I did</i>
<i>Estimated Time:</i>	
<i>Competency Number &amp; Letter:</i>	
<i>Estimated Time:</i>	

## Program Complaints

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### PROCEDURE FOR GRIEVANCE/ COMPLAINT ABOUT AN ACCREDITED PROGRAM

Revised April 1996.

### COMMISSION ON ACCREDITATION FOR DIETETICS EDUCATION

American Dietetics Association  
120 South Riverside Plaza, Suite 2000  
Chicago, Illinois 60606

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A complaint or grievance about any accredited program may be submitted by any individual, for example, student, faculty, dietetics practitioner, and/or member of the general public. The following procedures will be used in the investigation of a grievance or complaint concerning an accredited program.

All written grievances will be forwarded to the Chair of the Commission on Accreditation for Dietetics Education for action. The Commission will not intervene on behalf of individuals, or act as a court of appeal for individuals in matters of admissions, appointment, promotion, or dismissal of faculty or students. It will intervene only when it determines that the practices or conditions indicate that the program may not be in compliance with the Standards of Education or with published accreditation policies.

1. If the chair determines that the grievance or complaint does not relate to the Standards of Education or accreditation policies, the aggrieved will be notified accordingly.
2. If the chair determines that the grievance or complaint does relate to the Standards of Education or published accreditation policies then, under his or her direction, a written acknowledgment of receipt of the grievance, along with a description of the process for handling the grievance/complaint will be forwarded to the aggrieved, and the aggrieved will be requested to provide documentation, if necessary, that the program is not in compliance with the Standards of Education or published policies and procedures.
  - a. If the aggrieved provides sufficient documentation, written notification will be provided to the Program Director and to the administrative officers of the institution or organization sponsoring the program who signed the application.
  - b. If sufficient documentation is not provided, no further action will be taken.
3. Included in the notification to the institution will be a description of the grievance/complaint and, if appropriate, a request by the chair that the institution conduct a preliminary investigation with a report to the chair within 30 days. The chair may also request further information or material relative to the grievance from the aggrieved, the institution, or other sources.
4. The chair may appoint a review committee that considers the grievance/complaint, along with all relevant information, and take appropriate action. The program shall have the right to appear before the Commission, to present evidence, and to respond to any adverse evidence. Such action may be as follows:
  - a. If the grievance/complaint is determined to be unsubstantiated or not related to the Standards of Education or published accreditation policies, the aggrieved and the institution will be notified.
  - b. If the grievance/complaint is substantiated and indicates that the program may not be in compliance with the Standards of Education or published accreditation/approval policies, an on-site visit of the education program may be scheduled or other appropriate action taken. The institution will be notified of the review committee's action in writing within one month of the decision. The aggrieved will be notified when the appeals process expires (30 days).
5. The Commission or the Commission chair may determine that legal counsel is needed to address the grievance/complaint. The ADA Education and Accreditation Team Leader will work with the Commission and ADA legal counsel to identify a plan to address the grievance/complaint.
6. The program will have the right to appeal a final decision by CADE to the Accreditation Appeals Committee.

## **Program Complaints**

*From 2013-2014 SIUC Graduate Catalog*

### **Academic Grievances Policy/Procedures**

#### **Graduate Student Academic Grievance Policy**

Graduate students at SIU shall have the right to appeal for redress of grievance through established channels under the conditions stated below. Access to these channels is restricted to complaints by graduate students alleging that some member of the university community has caused the student to suffer some specific harm related to a matter within the authority of the dean of the Graduate School.

Grievances which have been brought to a hearing under another campus grievance procedure shall not be brought to a hearing under this procedure.<sup>1</sup>

With respect to students' complaints alleging capricious grading, the following guidelines shall apply: Instructors are expected to evaluate student work according to sound academic standards. Equal demands should be required of all students in a class, and grades should be assigned without departing substantially from announced procedures. It is the instructor's prerogative to assign grades in accordance with his/her academic/professional judgment, and the student assumes the burden of proof in the appeals process. Grounds for appeals include: (1) the application of non-academic criteria in the grading process, as listed in the University's non-discrimination and affirmative action statements: race, color, sex, national origin, religion, age, sexual orientation, marital status, or handicap; (2) the assignment of a course grade by criteria not directly reflective of performance relative to course requirements; (3) the assignment of a course grade by standards different from those which were applied by the instructor to other students in the course.

#### **GRADUATE STUDENT ACADEMIC GRIEVANCE PROCEDURE**

A graduate student seeking redress through grievance must first attempt to resolve the matter informally by contacting the party against whom redress is sought (respondent). If the dispute is not resolved at this stage, the student should contact the respondent's departmental chair or another appropriate mediator, such as the university ombudsman, who will attempt to resolve the dispute.

In the event that the dispute is not resolved informally, a graduate student may ask for and receive a hearing before a departmental academic grievance committee. [Such a grievance will be governed by the procedures established by the academic unit in which the complaint arose. In the event an academic unit has not established such procedures, the procedures outlined below shall govern the grievance.]

#### **Departmental Grievance Procedure**

##### **FILING A GRIEVANCE**

A graduate student desiring a hearing before a grievance committee of an academic department must submit a written request to the chair of the department no later than 30 calendar days<sup>2</sup> after the beginning of the semester following the incident in



## **Program Complaints**

question, excluding summer term. A student may request an extension of the deadline in writing by petitioning the department chair. In the event that informal proceedings are continuing toward resolution, such a request shall normally be granted.

The request for a hearing must state the following:

1. Name of the grievant.
2. Program in which the grievant is enrolled.
3. Name of the grievant's major adviser.
4. Name and title of the person(s) against whom the grievance is being filed.
5. Current address and phone number of the grievant.
6. Statement of the grievance including descriptions of the incident(s) involved, date(s) of occurrence, what remedy is being sought, as well as any supporting documents.

## **DEPARTMENT ACTION ON GRIEVANCE**

Upon receiving a written request for a hearing regarding an academic grievance, the department chair shall send the respondent a copy of the grievance, who will provide the chair with a written response within a reasonable time as stipulated by the chair. The chair shall then forward the grievance and response to the department graduate student grievance committee.<sup>3</sup>

The department chair shall notify the parties of the identity of the individuals who have been selected to serve on the grievance committee. The participation of any committee member may be challenged for cause. If the department chair determines that the challenge is valid, she/he shall name a substitute.

The committee chair shall request of both parties copies of any documents and a list of witnesses they wish to introduce. These should be submitted without delay. The committee chair shall convene a hearing within 20 days of receipt of the substantiating documents. These documents shall be available to both parties at least five days prior to the hearing.

The hearing shall be conducted by the committee according to the hearing procedures which are outlined in the Appendix.

In the absence of compelling circumstance, the committee shall make its recommendation on the grievance to the department chair within 10 working days after the conclusion of the hearing.

The department chair shall decide to accept or reject the committee's recommendations and render a decision on the grievance promptly. The decision and the reasons for it shall be submitted to the parties, the committee members, and the collegiate dean at the same time. The department chair shall advise the parties of their right to appeal to the dean of the Graduate School. Hearings of appeals will not be automatically granted. Dissatisfaction with the decision shall not be sufficient

## **Program Complaints**

grounds for appeal. The appellant must demonstrate that the decision at the department level was in error.

## **Appeals of Department Decisions to the Graduate School**

### **FILING AN APPEAL**

If a graduate student wishes to appeal a decision of the department she/he must file a written appeal with the dean of the Graduate School within 30 calendar days of receipt of the department decision. The appeal must state the following:

1. Name of the appellant.
2. Program in which the appellant is enrolled.
3. Name of the appellant's major adviser.
4. Name and title of the person(s) against whom the original grievance was filed.
5. Current address and phone number of the appellant.
6. Copies of the original statement of grievance, the response by the person against whom it was filed, supporting documents, as well as a statement of what remedy is being sought.
7. Summary of grievance proceedings held at the department level and the decision(s) rendered at that time.
8. Statement of why the previous decision may be in error.

The dean will promptly forward the material to the coordinator of the Student Appeals Committee of the Graduate School (SAC)<sup>4</sup>. The SAC coordinator will solicit a reply to the appeal from the respondent. The coordinator will then promptly forward all materials to the committee members and will convene the committee at the earliest opportunity. The committee will decide by simple majority whether or not a hearing should be held. If a hearing is not granted, the coordinator shall forward all materials to the dean of the Graduate School and inform both parties of the reasons for the denial.

If a hearing is granted the SAC coordinator shall request from the Graduate Council a list of graduate faculty members and from the Graduate and Professional Student Council a list of graduate students available to serve as hearing panel members. These persons may not be members of the same college as the parties to the grievance. The coordinator shall appoint a panel of three graduate faculty members and two graduate students and so notify the parties to the grievance. Panel members may be challenged for cause and, if the coordinator determines the challenge to be valid, she/he will name substitute(s) from the lists. The panel selects its own chair.

### **Procedures of the Student Grievance Committee of the Graduate School**

Upon formation of the hearing panel, the SAC coordinator shall forward all materials to the hearing panel chair. The chair shall convene a hearing within 30 days. The hearing shall be conducted by the hearing panel according to the procedures listed in the Appendix, with the exception that new evidence and testimony may be introduced

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only at the discretion of the panel. The hearing at this level will be limited to the bases of the appeal itself. New evidence will not normally be permissible.

The committee shall make its recommendation on the appeal to the dean within 10 working days after the conclusion of the hearing. The dean of the Graduate School shall decide to accept or reject the committee's recommendations and render a decision on the grievance promptly. The decision and the reasons for it shall be submitted to the parties, the hearing panel members, and the department chair. All records of the appeal and hearing shall be deposited with the Graduate School upon completion of the hearing panel's work.

<sup>1</sup>Cases involving academic dishonesty will be handled according to the Student Conduct Code. Separate grievance procedures exist for cases covered by the University Policy on Sexual Harassment, the Policy Accommodating Religious Observances of Students, the Policy on the Release of Student Information and Access to Student Records at Southern Illinois University, the Policy on Immunization of Enrolled Students, the Policy on the Determination of Residency Status, and the University's response to comply with Americans with Disabilities Act. These procedures are published in the Undergraduate Catalog. Graduate students employed as student workers are covered by a student worker grievance procedure, which is administered by the Financial Aid office.

<sup>2</sup>Hereafter, "day" refers to calendar day, unless defined otherwise.

<sup>3</sup>Department Graduate Student Grievance Committee: A department graduate student grievance committee will be advisory to the department chair and will submit its findings to the department chair. The committee shall consist of three members. The department chair may designate an existing department committee to serve in such a capacity (subject to the qualifications listed herein), or may appoint an ad-hoc graduate student grievance committee. The members of the committee shall be appointed wherever possible from the department/unit in the college in which the grievance arose. Of those three members, two shall be appointed from the senior graduate faculty and one shall be appointed from the graduate student body upon consultation with the leadership of the department graduate student organization. A department graduate student grievance committee shall meet and elect its chair from among its graduate faculty membership. Any faculty member involved in the dispute shall not be appointed to the grievance committee.

<sup>4</sup>Student Appeals Committee of the Graduate School: The Vice-Chair of the Graduate Council shall be the Coordinator of the SAC who will select three members of the Graduate Council (two faculty members, one student) to form a SAC as needed.

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### **Appendix A**

#### **HEARING PROCEDURES**

1. The principal parties to the grievance shall have the right to be accompanied by an adviser of their choice. The advisers may speak on behalf of their clients only with the approval of their committee.
2. All hearings shall be open unless either of the parties requests that the hearings be closed. If the hearing is closed, only the parties, their adviser, and the committee shall be present during the taking of evidence. Witnesses for either party shall be present only while giving testimony if the hearing is closed.
3. All hearings shall be tape recorded. The tape recording will be deposited in the office of the department chair at the conclusion of the hearing.
4. Each party may call witnesses to present evidence. Each party shall have the right to examine any witness called by the opposing party. If a witness is unable to appear the committee may allow written statements. If the presence of a witness is required to ensure fairness to all parties, the hearing may be continued until such witness is physically able to attend the hearing.
5. The committee will decide all matters, procedural and substantive, by simple majority vote.
6. Each party may make an opening and a closing statement.
7. Decisions by the panel will be based on a preponderance of the evidence.

#### **Graduate School Procedures for Charges of Academic Dishonesty Leading to Possible Rescission of Degree**

##### **INTRODUCTION**

Charges against a former student relating to acts of academic dishonesty in the submission of graduate degree requirements shall be handled to the extent feasible under the SIU Student Conduct Code procedures applicable to charges relating to academic dishonesty. The dean of the Graduate School has the responsibility for the formal resolution of charges involving academic dishonesty in Graduate School programs. Since the Student Conduct Code procedures are not in all respects applicable to charges involving an individual no longer enrolled in the University, the following supplemental procedures will be followed for adjudicating such charges.

##### **NOTIFICATION OF CHARGES**

Charges against a former student involving allegations of academic dishonesty in the completion of graduate degree requirements shall be initiated by the dean of the Graduate School by letter to the individual, sent certified mail/return receipt requested, stating the specific charges, and the date, time, and place for the hearing, and enclosing a copy of the Student Conduct Code and these procedures. The charge letter shall be mailed no less than 20 business days in advance of the date of the hearing.

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### **HEARING AGENT**

Charges shall be heard by a five-member hearing committee, the members of which shall be appointed from those colleges/schools having graduate programs. Of the five members, three shall be appointed from the graduate faculty and two shall be appointed from the graduate student body. The dean will seek nominations for a committee hearing a case from the Graduate and Professional Student Council for the graduate student members, and from the Graduate Council for the graduate faculty members. The committee will be demographically representative of the University insofar as possible. The academic unit from which the charge arose will not have a member appointed to the hearing committee. Once a hearing committee is constituted it shall meet and elect its own chair from among its graduate faculty membership. The individual charged shall have the right to challenge membership of the hearing committee as provided in the Student Conduct Code.

### **HEARING PROCEDURES**

Hearings shall be conducted in accordance with the formal disciplinary procedures set forth in the Student Conduct Code. In addition, the following procedures shall govern the conduct of the hearing.

1. The individual charged shall have the right to be accompanied by an adviser of his/her choice. An adviser will be permitted to advise the individual in the hearing, and to speak on the behalf of the individual and cross-examine witnesses with the consent of the hearing committee.
2. The dean of the Graduate School and the individual charged shall provide to the hearing committee a list of witnesses to be called and copies of any documents which they seek to introduce into evidence at the hearing. The committee chair will furnish copies of these to the other party. Such witness list and documents shall be provided to the hearing committee not less than 10 business days prior to the date scheduled for the hearing, and to the parties not less than 5 business days before the date of the scheduled hearing
3. All hearings shall be closed unless the individual charged requests that it be open. If the hearing is closed, only the parties, their adviser, and the committee members shall be present during the taking of evidence. Witnesses for either party shall be present only while giving testimony.
4. All hearings shall be tape-recorded. The tape-recording will be submitted along with the entire case record and the committee's findings and recommendations to the dean of the Graduate School following conclusion of the hearing.
5. Each party may make an opening statement before the presentation of any evidence and a closing argument following the conclusion of all evidence.
6. The charges against the individual and witnesses testifying in support thereof shall be presented first. The individual charged shall have the right to respond to the charges and present witnesses and evidence in his/her own behalf.
7. Each party shall have the right to ask questions of any witness called by the other party. Members of the committee may also question witnesses.
8. Written statements in lieu of personal testimony may be used only with permission of the committee and only in the event a witness is physically unable to attend the hearing. The opposing party shall be given notice at least three days prior to the commencement of the hearing of the fact that an individual will not be physically present to give testimony and so that objection may be made to the use

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of written statements. If the committee determines that the actual presence of the witness is required to insure fairness to all parties, the hearing may be continued until such witness is physically able to attend the hearing.

9. The hearing committee will decide all matters, procedural and substantive, by simple majority vote.
10. In the absence of compelling circumstances, the committee shall make findings and recommendations on the charges to the dean of the Graduate School within 15 business days after the conclusion of the hearing. The dean of the Graduate School shall render a decision, absent compelling circumstances, within ten business days after receipt of the committee's findings and recommendations. The decision and the reasons therefore shall be submitted to the individual charged by certified mail, return receipt requested, and to the committee chair. If the dean determines that additional evidence is necessary to decide the matter(s), the dean may remand the matter to the committee for the taking of further evidence, and in doing so, may limit the issues on which additional evidence may be taken. When a matter is remanded to the committee, the committee shall follow the procedures set forth above.

## **SANCTIONS**

Sanctions which may be imposed include the completion of any additional academic requirements deemed necessary for continued holding of the degree, or, if it is found that the degree was improperly awarded because of academic dishonesty on the part of the former student in the submission of degree requirements, a recommendation that the degree be rescinded. A recommendation that a degree be rescinded will be made to the chancellor through the vice chancellor for Academic Affairs and Provost, and will require final action by the Board of Trustees of Southern Illinois University.

## **APPEAL**

If the individual is not satisfied with the decision of the dean, a written argument stating the reasons for such dissatisfaction may be submitted to the vice president for Academic Affairs and provost within ten business days after the date that delivery of the decision was tendered by the U.S. Postal Service to the individual. Such written argument shall be attached to the dean's decision and remain therewith throughout the remainder of the process.