SOUTHERN ILLINOIS UNIVERSITY

Combined Master’s Degree in Community Nutrition & Dietetic Internship Program

Student/Intern Handbook 2018/2019

FOOD & NUTRITION PROGRAM
DEPARTMENT OF ANIMAL SCIENCE, FOOD & NUTRITION COLLEGE OF AGRICULTURAL SCIENCES
SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE, IL
# SIUC MS/DI Handbook

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of Contents</td>
<td>1</td>
</tr>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td><strong>GRADUATE PROGRAM IN FOOD AND NUTRITION</strong></td>
<td>4</td>
</tr>
<tr>
<td>Department Chair for ASFN Directs Graduate Program</td>
<td>4</td>
</tr>
<tr>
<td>Admission Requirements (Food and Nutrition—Community Nutrition Graduate Program)</td>
<td>4</td>
</tr>
<tr>
<td>Assessment of Prior Learning</td>
<td>5</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>7</td>
</tr>
<tr>
<td>Financial Assistance</td>
<td>7</td>
</tr>
<tr>
<td>Insurance</td>
<td>9</td>
</tr>
<tr>
<td>General Responsibilities and Cost</td>
<td>9</td>
</tr>
<tr>
<td>Graduate Program Dress Code</td>
<td>10</td>
</tr>
<tr>
<td>Objectives of Master's Degree Program in Food and Nutrition</td>
<td>10</td>
</tr>
<tr>
<td>Coursework</td>
<td>10</td>
</tr>
<tr>
<td>Community Nutrition Concentration</td>
<td>12</td>
</tr>
<tr>
<td>Program of Study</td>
<td>12</td>
</tr>
<tr>
<td>Supervision of Thesis Paper</td>
<td>12</td>
</tr>
<tr>
<td>Professional Track Option</td>
<td>15</td>
</tr>
<tr>
<td>Double Major for a Master's Degree Program</td>
<td>15</td>
</tr>
<tr>
<td>Graduation Requirements for Master of Science Degree in Food and Nutrition</td>
<td>16</td>
</tr>
<tr>
<td>Your Permanent File</td>
<td>17</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>17</td>
</tr>
<tr>
<td><strong>DIETETIC INTERNSHIP PROGRAM</strong></td>
<td>19</td>
</tr>
<tr>
<td>Dietetic Internship Director directs the Dietetic Internship Program</td>
<td>19</td>
</tr>
<tr>
<td>Philosophy of Dietetic Internship Program</td>
<td>19</td>
</tr>
<tr>
<td>Mission of Dietetic Internship Program</td>
<td>19</td>
</tr>
<tr>
<td>Goals of Dietetic Internship Program</td>
<td>19</td>
</tr>
<tr>
<td>Admission Requirements to Dietetic Internship Program</td>
<td>20</td>
</tr>
<tr>
<td>Didactic Program in Dietetics and Dietetic Internship (DPD/DI) Advisory Committee</td>
<td>20</td>
</tr>
<tr>
<td>Terms</td>
<td>20</td>
</tr>
<tr>
<td>Program of Study</td>
<td>21</td>
</tr>
<tr>
<td>Timely Completion of Rotations</td>
<td>22</td>
</tr>
<tr>
<td>Register Correctly for Rotations</td>
<td>22</td>
</tr>
<tr>
<td>Tips for Success during Supervised Practice</td>
<td>23, 44</td>
</tr>
<tr>
<td>Code of Ethics</td>
<td>23</td>
</tr>
<tr>
<td>Rotation Site and Preceptor Requirements</td>
<td>23</td>
</tr>
<tr>
<td>Rotation Site Affiliation Agreements Policy</td>
<td>24</td>
</tr>
<tr>
<td>Rotation Site Periodic Review</td>
<td>24</td>
</tr>
<tr>
<td>Costs: Housing While on Rotation</td>
<td>25</td>
</tr>
<tr>
<td>Costs: Computer While on Rotation</td>
<td>25</td>
</tr>
<tr>
<td>Costs: Transportation and Hotels While on Rotation</td>
<td>25</td>
</tr>
<tr>
<td>Insurance</td>
<td>26</td>
</tr>
<tr>
<td>Requirements on Site</td>
<td>26</td>
</tr>
<tr>
<td>Rotation Dress Code</td>
<td>26</td>
</tr>
<tr>
<td>Competencies</td>
<td>27</td>
</tr>
<tr>
<td>Vacation, Holiday, and Absence Policies</td>
<td>28</td>
</tr>
<tr>
<td>Emergency Medical Procedures While on Rotation</td>
<td>29</td>
</tr>
<tr>
<td>Complaint Process</td>
<td>29</td>
</tr>
<tr>
<td>Disciplinary/Termination Procedures</td>
<td>30</td>
</tr>
<tr>
<td>Evaluation: Self-Evaluation of Your Progress</td>
<td>32</td>
</tr>
<tr>
<td>Evaluation of: DI Coordinator, Preceptors, Rotations</td>
<td>33</td>
</tr>
<tr>
<td>Evaluation of: Your Progress by DI Coordinator and Preceptors</td>
<td>33</td>
</tr>
<tr>
<td>Verification Statement to Write Registration Examination for Dietitians</td>
<td>34</td>
</tr>
<tr>
<td>Important Final Task</td>
<td>35</td>
</tr>
</tbody>
</table>
# Table of Contents for Supplemental Material

## Part I: Coursework
1. Check List for Dietetic Internship and Master’s Degree .......................................................... 36
2. Program of Study Guide .............................................................................................................. 37
3. Individualized Program of Study ............................................................................................... 38
4. Food and Nutrition Program Faculty and Staff ......................................................................... 39

## Part II: Internship Rotations
5. Internship Sites and Preceptors .................................................................................................. 40
6. Rotations by Location .................................................................................................................. 43
7. Tips for Success during Supervised Practice .............................................................................. 44
8. Rotation Binders and Faculty Supervisor Visits ........................................................................ 47
9. Intern Warning Notice .............................................................................................................. 48
10. Core Competencies: Cross References for Supervised Practice Experiences ...................... 49

## Part III: Intern Responsibilities
11. Code of Ethics for the Nutrition and Dietetics Profession ...................................................... 56
12. Confidentiality Statements ....................................................................................................... 58
13. Immunization Record and Hepatitis B Vaccine Declination Statement ................................... 61
14. Supervised Practice: Goals, Objectives & Resume .................................................................. 62

## Part IV: Management Rotation
15. Curriculum for Supervised Practice (Management Competencies) ......................................... 64
16. Student Practice Review Evaluation (SPRE) for Management ............................................... 72
17. Dietetic Intern Evaluation Form for Preceptor ....................................................................... 73

## Part V: Clinical Rotation
18. Curriculum for Supervised Practice (MNT Competencies) .................................................... 74
19. Format for Clinical Case Studies .............................................................................................. 86
20. Student Practice Review Evaluation (SPRE) for Medical Nutrition Therapy ..................... 89
21. Dietetic Intern Evaluation Form for Preceptor ....................................................................... 90

## Part VI: Community Rotation
22. Curriculum for Supervised Practice (Community Competencies) ......................................... 91
23. Community Sites with Nutrition Component .......................................................................... 101
24. Outline for Analyzing Original Research Articles .................................................................. 102
25. Student Practice Review Evaluation (SPRE) for Management ............................................ 104
26. Dietetic Intern Evaluation Form for Preceptor ....................................................................... 105

## Part VII: Evaluations
27. Presentation Rubric ................................................................................................................... 106
28. Intern Evaluation of Rotation Site ........................................................................................... 107
29. Intern Self-Assessment Tool for Public Health Nutritionists ................................................ 111
30. Optional Intern Evaluation Form for Preceptors ................................................................... 116
31. Facilities & Professional Staff providing Supervised Practice Experiences form .................. 120

## Part VIII: Post-Rotation Duties
32. Post-Rotation Presentations (if returning to campus) ............................................................... 121
33. Post-Rotation Description for Use by First Semester FN Graduates .................................... 123
34. How I Completed Competencies ............................................................................................ 124
35. Employer Contact Authorization .............................................................................................. 125

## Part IX: Program Complaints
36. Procedure for Grievance/Complaint about an Accredited Program .................................... 126
37. SIUC Academic Grievances Policy/Procedures .................................................................... 127
Introduction

Welcome to Southern Illinois University Carbondale!! The accredited Advanced Degree Dietetic Internship Program\textsuperscript{1} 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\textsuperscript{2}, and who also want to qualify to take the examination for Registered Dietitian Nutritionist (RDN). 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 (DI) Director.

Distinctions exist between the Graduate Program in Food and Nutrition and the Dietetic Internship Program. Please note that this handbook begins with a description of the Graduate Program and is followed by details of the 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)

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\textsuperscript{1} ACEND (Accreditation Council for Education in Nutrition and Dietetics of The Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, Phone 800/877-1600, ext 5400)

\textsuperscript{2} 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.
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
- Dr. Jeremy Davis, Food and Nutrition
- Dr. Sylvia Smith, Hospitality and Tourism Administration
- Dr. John Farrish, Hospitality and Tourism Administration
- Dr. Dawn Null, Food and Nutrition
- Lynn Gill, DPD Director/Associate Lecturer

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

1. Baccalaureate degree from a regionally accredited college or university (completed within last 10 years).
2. Completion of a Didactic Program in Dietetics (DPD), accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) 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. Students should supply appropriate documentation (Verification Statement) from their DPD Directors that is to be submitted with their application.
3. If you have completed a minimum of a bachelor’s degree at a US regionally accredited university or college and course work accredited by ACEND, you are eligible to participate in the Dietetic Internship Match. Applicants to SIU combined MS/DI program must complete an application for the internship through the Dietetic Internship Central Application Service at https://www.portal.dicas.org/.
4. Applicants to the Dietetic Internships (DI) must register for the DI match through D&D Digital at https://www.dnddigital.com/. All students must be admitted to SIUC Graduate School in good standing.
5. Grade point average (GPA) 3.0 or higher is required (on scale with A=4.0).
6. Completion of Graduate Record Examination (GRE) within the last 5 years.
7. A score of 300 or higher on combined verbal and quantitative portions of GRE is recommended.
8. Desire to complete a Master of Science degree in Food and Nutrition with a concentration in Community Nutrition combined with a 7- ½ month dietetic internship with Community Nutrition emphasis.
9. International students who have had their education, training and credentials completed outside of the United States or have not completed a Didactic Program in Dietetics should refer to [https://www.eatrightpro.org/acend/students-and-advancing-education/information-for-students/education-and-credentialing-requirements-for-those-with-foreign-degrees](https://www.eatrightpro.org/acend/students-and-advancing-education/information-for-students/education-and-credentialing-requirements-for-those-with-foreign-degrees).

10. International students whose native language is not English are required to pass the TOEFL examination with a score of 550 or above. For questions related to education and credentialing requirements for international students, more information is available at [https://gradschool.siu.edu/apply/international.php](https://gradschool.siu.edu/apply/international.php).

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 and DI program. 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.

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

SIUC Affirmative Action Policy statement: “It is the policy of SIUC 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. The University recognizes that the barriers of race, sex, and national origin of some individuals have resulted in their denial of full participation in all societal functions and is, therefore, committed to taking affirmative steps aimed at overcoming such historical patterns of discrimination in our society.” [http://policies.siu.edu/personnel-policies/chapter2/ch2-all/aaeo.php](http://policies.siu.edu/personnel-policies/chapter2/ch2-all/aaeo.php)

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.

**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](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 topics 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-18-19.php.

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);
- 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.

Provided Services

SIU has The Center for Learning Support Services, which includes various departments, programs, and campus services. The services most utilized by Dietetic Interns/Graduate Students include Morris Library, Counseling Center, Student Health Services, Wellness Center and the Writing Center.

Student Health Services includes an on-campus medical clinic, limited dental care, a pharmacy, and health promotion. Wellness and Health Promotion Services provides workshops and educational opportunities. Students with mental health concerns are encouraged to contact Counseling and Psychological Services (CAPS). For more information, visit https://shc.siu.edu/.
SIU students also have access to career development and writing centers. Those seeking reasonable academic accommodation are encouraged to visit Disability Support Services. Testing Authorization forms for such accommodation are available at [https://disabilityservices.siu.edu/_common/documents/_forms/testing-authorization-form.pdf.pdf](https://disabilityservices.siu.edu/_common/documents/_forms/testing-authorization-form.pdf.pdf).

**Tuition and Fees**

The *Graduate Catalog* and *Schedule of Classes* provide complete descriptions of tuition and fees charges. Graduate tuition for Fall 2018 for Illinois residents is $469.50 per semester hour. For graduate non-Illinois residents, tuition is two and half times the resident rate at $1,173.75 per semester hour. These charges are subject to change.

Student fees for 12 semester hours for Fall 2018 are estimated to be $2,179.00 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 on previous page). 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.* For more information on tuition and fees, see [http://tuition.siuc.edu/Fall2018info.html](http://tuition.siuc.edu/Fall2018info.html).

**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 4½ 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 15-hour tuition waiver if the appointment is for half-time (50% - 20 hours’ work per week) and quarter-time (25% - 10 hours’ work per week).

   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 during each semester.*

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 $744 (25% appointment) to $1488 (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.

In the best interests of both the University and students, the Food and Nutrition Department will monitor outside employment and intervene in those cases where outside employment results in problems. Toward this end, it is within the rights and responsibilities of the department: 1) to require that graduate assistants holding outside employment notify their department, so that their performance can be monitored; 2) to make the relinquishing of outside employment a precondition for the continued enrollment of, and/or availability of assistantships to, students whose academic or assistantship performance has been rated “Unsatisfactory”; and 3) to cancel or not renew the assistantship contracts of those students whose assistantship performance is rated “Unsatisfactory” and who also hold and do not discontinue outside employment. Graduate students can appeal departmental decisions regarding outside employment and academic/assistantship status through the University's standard routes of appeal, or the grievance procedure in the GA United contract.

Students holding an assistantship are required to register for at least 9 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/ga/](http://gradschool.siu.edu/cost-aid/ga/). For more information visit [http://gradschool.siu.edu/about-us/grad-catalog/catalog-18-19.php](http://gradschool.siu.edu/about-us/grad-catalog/catalog-18-19.php).

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. To opt out of SIU insurance due to having private insurance, visit [http://shc.siu.edu/health-insurance/](http://shc.siu.edu/health-insurance/).

**General Responsibilities and Cost**

**Communication:** You are responsible for staying informed of all procedures and for communicating regularly with the DI 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 are 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. Skilful 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 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 RDN Exam. **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 Dietitian Nutritionist,** 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/immunizations/index.html](http://shc.siu.edu/immunizations/index.html) 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, most rotation/practicum sites require additional immunizations such as Hepatitis A, Hepatitis B, current Tuberculosis screening, Chicken Pox (or verification of having) and/or an Influenza Vaccine. You will be made aware of the requirements of your rotation site as soon as possible to allow you time to obtain necessary immunizations. **All costs for additional vaccinations required by a rotation site(s) are the student’s responsibility.**
Drug Screen, Background Checks & CPR Training and Certification: All of our rotation sites require drug screens (~$35), background checks (~$50), and CPR training and certification (~$10) to be completed prior to beginning a rotation. You will be notified as to the dates of these services. All costs for the above requirements are the student’s responsibility.

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 non-traditional hair colors
- 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
- 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.

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.

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.

2. For you to conduct research in community nutrition by completing a thesis paper that may also lead to preparation of a manuscript for publication.

Coursework

During the 24- to 30-month combined program, 39 to 44 credit hours are completed. While you take coursework, write a thesis, and complete an oral defense, 28 to 31 of the credit hours are completed. Each of the three 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). By completing the hands-on practice portion of the program last, you are able to study for the RDN exam while information is fresh. This sequence (course work, supervised practice and then study review for registration examination for dietitians) provides you with a logical progression for taking the RDN 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 coursework or a thesis.

**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 Director, and your preceptor(s).

Faculty assist the DI Director in monitoring your coursework progress by providing mid-semester grade reports. If you are performing at less than a “B” level, the faculty member teaching the course will let the DI 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 Director for support resources. Additional meetings will be held with your DI Director each semester (mid-semester and end of the semester). 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.

According to the Graduate School retention policy: “Any graduate student whose cumulative grade point average falls below 3.0 will be placed on academic probation. Any graduate student on academic probation whose grade point average remains below 3.0 for two consecutive semesters in which she or he is enrolled, excluding summer sessions, will be permanently suspended from the Graduate School, unless the department and the collegiate dean petition the graduate dean for an exception.” See the Graduate School Catalog for more information.

**To be eligible for placement on rotations, the dietetic intern must have received a “B” or better in all core classes AND must be in good standing with the Graduate School academically (must NOT be on academic probation).**

Core courses include ANS 500 (research methods), FN 540 (nutrition policy, programs, and services), FN 581 (seminar), FN 530 (advanced nutritional assessment and education), FN 574 (advanced medical nutrition therapy), HND 495 (nutrition and obesity), and FN 585 (advanced community nutrition). 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 will be dropped from the program.

Students with minimal chances of success in the program as evidenced by continuous evaluation will be counseled into career paths that are appropriate to their ability.

**Community Nutrition Concentration**

The Master of Science Degree in Food and Nutrition with a concentration in community nutrition is coordinated with the Dietetic Internship Program. The curriculum is designed to provide advanced study in community nutrition and public health/nutrition policy and provide 1200 hours of supervised practice (dietetic internship). Students who successfully complete the master's degree coursework and the 1200 hours of dietetic internship must be verified by the program director to then be eligible to write the registration examination for dietitians.

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 36. 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 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**

A Food and Nutrition faculty member (“committee chair”) directs your work and mentors you while you develop and complete your thesis. 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 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) 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. Before the start of any research involving human subjects, the research project must be reviewed and approved by the SIU Human Subjects Committee (an Institutional Review Board). If your master’s project will involve human subjects (including administering questionnaires, conducting interviews, or accessing confidential databases), you must submit an application to the committee prior to the start of the research. Call 618-453-4540 for information and application materials or visit their website at www.ospa.siu.edu/compliance/human-subjects/index.html.
6. 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.
7. 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.
8. 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.
9. 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 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.
10. Following the majority of thesis 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.
11. 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.
12. Provide a bound copy to the Departmental office and one to your Committee Chair.
**Suggested Timeline for Completing Thesis** (to complete entire program within 2 years)

<table>
<thead>
<tr>
<th>Fall (first year)</th>
<th>Spring (second year)</th>
<th>Summer</th>
<th>Fall (second year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get an advisor for thesis</td>
<td>Complete data collection</td>
<td>Complete rough draft chap. 4-5</td>
<td>Make as many appointments with your advisor as necessary to complete the thesis.</td>
</tr>
<tr>
<td>Define topic clearly</td>
<td>Complete a thorough search of the literature</td>
<td>Make revisions as advised</td>
<td>Your advisor needs turn-around time (up to two weeks) to adequately review each draft (there will probably be several!).</td>
</tr>
<tr>
<td>Complete rough draft of chap. 1-3 in Research Methods</td>
<td>Read and understand the literature</td>
<td>Refine chap. 1-3</td>
<td>Keep in mind that your advisor has many responsibilities in addition to helping you.</td>
</tr>
<tr>
<td>Develop prospectus</td>
<td>Collect data</td>
<td>Develop prospectus</td>
<td>Schedule your thesis defense as early as possible during the fall semester to allow for time to make revisions.</td>
</tr>
<tr>
<td>Collect data</td>
<td></td>
<td>Collect data</td>
<td>After defending your thesis, revise your thesis as directed by your committee</td>
</tr>
</tbody>
</table>

**Mo.**
- **Aug**: Make as many appointments with your advisor as necessary to complete the thesis.
- **Sep**: Your advisor needs turn-around time (up to two weeks) to adequately review each draft (there will probably be several!).
- **Early Oct**: Keep in mind that your advisor has many responsibilities in addition to helping you.
- **Mid-Oct, Early Nov**: Schedule your thesis defense as early as possible during the fall semester to allow for time to make revisions.
- **Nov, early Dec**: After defending your thesis, revise your thesis as directed by your committee
- **Early Dec**: 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.

**Tasks**
- Submit thesis to Graduate School

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 the Student Services Building. Follow directions completely, as Graduate School will not accept papers that do not match specifications (margins, page number placement, format, etc.)

  - **Graduate Faculty Committee Approval Form**
    - **This form must be submitted to the graduate school before writing your thesis.** Make 3 originals.
    - Provide main ASFN office with the Original.
    - Provide 2 originals to the DI Director to be placed in your permanent file.
    - Keep one copy for your records.
  - **Thesis Approval Form** (must print on 25% cotton paper)
    - Make 3 originals.
    - Submit Original and 2 copies to ASFN main office.
    - Provide 2 originals to the DI Director to be placed in your permanent file.
    - Keep one copy for your records.
  - **Oral Defense Form**
    - Make 3 originals
    - Submit Original to ASFN.
• Provide 2 originals to the DI Director to be placed in your permanent file.
• Keep one copy for your records.

**Professional Track Option**

Students who do not wish to complete a thesis or research paper may opt for the professional track option. The professional track option will require an additional 6 credits of elective coursework. Students must take HND 495: Nutrition and Obesity, as well as an additional 3 credits of an approved elective. Possible elective options include:

- HND 345 Nutrition for Sports and Exercise (Spring only)
- PH 500: Community Organizing (Fall only)
- PH 505: Intro to Public Health (Fall only)
- PH 510: Program Planning/Curriculum Development (Spring only)
- PH 512: Public Health Program Planning (Spring only)
- PH 525: Health Behavior and Health Education (Fall only)
- PH 593: Epidemiology (Fall only)
- PH 598: Grant Writing (Summer only)

*If a student is thinking about pursuing a Ph.D. in the future, the thesis option is strongly encouraged, as most programs require a thesis.

**Double Major for a Master's Degree**

A student may earn a double major for a master's degree if such a program of graduate study is commensurate with the student’s vocational and professional goals. A student interested in pursuing a double major for a master's degree must submit to the graduate dean the program of study endorsed by the chairman of both of the cooperating units. The forms for submitting a double major program of study are available in the Graduate School Admissions Office, 1263 Lincoln Drive room 310 or online at [http://gradschool.siu.edu/_common/documents/forms/doubleMajor.pdf](http://gradschool.siu.edu/_common/documents/forms/doubleMajor.pdf).

Requirements:
1. The student must have been admitted to one master’s degree program.
2. Each unit in which the student wishes to earn a major must have an approved master’s degree program.
3. The chair of each unit must endorse the proposed program.
4. The proposed program must specify the title of the degree which is to be awarded.
5. The proposed program must be approved by the graduate dean.
6. At least 18 semester hours must be earned for each major, and one-half of the required coursework for each major must be in courses numbered 500 or above.
7. The minimum number of hours required for the double major must total 60 percent of the sum of the total required for the two majors individually.
8. The thesis may be counted for not more than a combined total of 6 nor less than 3 semester hours of credit.
Approved Double Major Programs include:

Masters of Science Degree in Food and Nutrition and Kinesiology: Exercise Science

This is a 2.5 year program which integrates Food and Nutrition with the Kinesiology Department in Exercise Science. It includes 30 semester hours of Food and Nutrition coursework and 21 semester hours of Exercise Science coursework. Along with the primary Food and Nutrition classes, students will take Kinesiology classes such as: KIN 520: Metabolic Analysis, KIN 530: Exercise Physiology and be involved in a research project in KIN 592. For a detailed program of study guide, please inquire to the DI Director.

If you are interested in pursuing the double major, the following is the process:

- Send the following documents to Kym Morgan (kymmorgan@siu.edu):
  - Cover letter stating why you are interested in the KIN/ES graduate program
  - A copy of your transcripts
  - 2-3 letters of recommendation

Please note: The transcripts and letters of recommendation can be copies of those submitted to the DI program.

Once the ES Department receives your materials, they will be circulated to the ES faculty for approval and acceptance into the program. In addition, they will determine who is willing (and most appropriate) to advise you (along with the DI Director).

If you do not have a background in kinesiology, please note that your acceptance will be conditional upon completion of 9 hours of undergraduate coursework in the area of Exercise Science (KIN 313, 320, and 321) with a “B” grade or better. In addition, you will not be allowed to register for graduate courses in the Exercise Science program until these courses have been successfully completed.

*Coursework for both majors must be completed before the start of rotations for the Dietetic Internship Program.

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:


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/current-students/thesis-dissertation-researchpaper/](http://gradschool.siu.edu/current-students/thesis-dissertation-researchpaper/). The submission deadline for theses/dissertations can be
found at the above link as well. Your thesis advisor should contact the graduate school at 536-7791 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 Director’s office) for 5 years. In compliance with the Family Educational Rights and Privacy Act (FERPA), it is SIUC’s general policy that all requests for student educational records, other than directory information, not be disclosed absent a written authorization by the student for the release of those records. Any student wishing to view their own file should schedule an appointment with the DI Director to do so. For more specific information on student rights under FERPA, visit [https://policies.siu.edu/other-policies/chapter3/ferpa.php](https://policies.siu.edu/other-policies/chapter3/ferpa.php).

Included in this file is your DI verification statement. Information placed in your permanent file includes, but is not limited to:

1. Checklist of Progress (pg. 35)
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 and correspondence pertaining to coursework
5. Evaluations and correspondence 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 the Food and Nutrition master’s degree program and Dietetic Internship Program

After 5 years, your DI verification statement will be maintained indefinitely.

**Leave of Absence**

A student has six calendar years to complete the degree. This time is calculated from initial enrollment to completion of all degree requirements including any document that must be approved by the Graduate School. This time limit includes courses taken either at SIU or elsewhere. All students must remain registered until completion of their degrees. See section “Continuing Enrollment Requirement”.

A leave of absence from the Graduate Program in Food and Nutrition will only be allowed with a justified reason (i.e., life-threatening sickness, death of an immediate family member). Other reasons may be submitted for approval but are at the discretion of the DI Director and the Chair of the Department. If a leave of absence is approved, it may only be allowed for two semesters, not including summer. If you do not return after two semesters, you will be dropped from the program.
Continuing Enrollment Requirement - Registration in 601 (1 hour per semester) is required of all graduate students, whether in residence or not, who are not otherwise enrolled for fall or spring semester. Concurrent registration in any other course is not permitted. Students registering for 601 are assessed only in-state tuition for the credit hour associated with the registration. Since student fees are not assessed for 601, the students are not eligible for the benefits of any other programs such as Recreation Center use, Health Service and Student Medical Benefits, Students’ Attorney Program assistance, etc. Students needing the above benefits that require fees may instead register for additional research, thesis, or dissertation hours. All students in a graduate program, but not enrolled in classes by the Friday of the first week of the fall or spring semester, will be registered in 601 by the Graduate School and charged tuition for 1 hour of 601. This hour will be dropped if the student subsequently enrolls in a class that semester or is granted a leave of absence by his/her graduate program by the 8th week of the semester. Each program has its own policy of whether and when to grant leaves of absence. Students on leave are not required to enroll in 601 for the period of leave, but a leave of absence does not affect the time-to-degree requirements. The requirement of 601 enrollment ends when a student passes the six-years to complete a master’s degree, without completing the degree, the five-years of doctoral candidacy, or officially withdraws from a program prior to completion of the degree, or graduates. Students who are granted extensions to these time limits would be covered by this revised 601 policy. Summer sessions are exempt from the continuous enrollment requirement. For more information see http://gradschool.siu.edu/about-us/grad-catalog/catalog-18-19.php.
DIETETIC INTERNSHIP PROGRAM

**DI Director coordinates the Dietetic Internship Program**

The Dietetic Internship (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 mission of the SIUC master’s degree program in Food and Nutrition (with a concentration in Community Nutrition) and dietetic internship is dedicated to providing graduates the education and supervised practice experiences that facilitate entry level competence in becoming a Registered Dietitian Nutritionist in accordance with the accepted principles of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.

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, schools, and industry.

**Goals and Objectives of Dietetic Internship Program**

Goal 1: The SIUC combined MS/DI Program prepares graduates to be competent entry-level dietitians.

Program Objectives for Goal 1:

1. The program’s one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
2. 90% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
3. Of graduates who seek employment, 80% are employed in nutrition and dietetics or related fields within 12 months of graduation.
4. 80% of employers who return an employer satisfaction survey will indicate they are satisfied with graduate’s preparation as an entry-level dietitian.
5. 80% of graduates who return an alumni survey will state that the preparation they received was adequate for entry level dietetics-related practice.
Goal 2: The SIUC combined MS/DI Program provides graduates the skills needed for a concentration in community nutrition.

Program Objectives for Goal 2:
   a) At least 80% of program interns complete program/degree requirements within 36 months (150% of the program length).
   b) 100% of students completing supervised practice experiences will note their perceived progress of competence as community/public health nutritionists by completing the “Self-Assessment tool for PHNs”.

Admission Requirements to Dietetic Internship Program

- Participation in DICAS and D&D Digital Systems matching program.
- Food and Nutrition Graduate Program requirements. (see page 4 of this document)
- Letter of interest in SIUC’s combined Master of Science Degree and dietetic internship program.
- Participate in a Skype video interview.
- 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, dietetic 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 required to attend the annual Advisory Committee meeting for about one hour. 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.

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 RDN 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 Dietetic Internship Programs. Successfully completing competencies qualifies you to take the RDN 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 8 to 12 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. Talking with students/interns who have completed rotations may also be helpful.

After a thorough reading of rotations descriptions, you will provide a description of your professional/career goals to the DI Director. In addition, you may also 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.

**Site Assignments:** The DI Director assigns interns to their rotation sites based on performance observed in graduate school (i.e., coursework, attendance, written/verbal communication, and professionalism). Additional consideration will be based on your career goals, special interests, and extraordinary circumstances. You will complete the
“Student's Goals and Objectives” form, located under Intern Responsibilities to review with the DI Director. Individual meetings will be set up between you and the DI Director to review your goals and objectives, review performance in graduate school, and to discuss rotation possibilities. Every effort is made to place interns in sites that are of interest to them or to accommodate unique situations when assigning rotations. However, keep in mind, the ultimate decision falls to the DI Director. Furthermore, it is very likely you will need to relocate at least once during your rotations, so please plan accordingly.

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 may 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. The 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, and internship rotations, are accomplished in 2 years when you adhere to your “Program of Study,” unless completing a double major. 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Rotation Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>FN 580 A</td>
<td>Clinical</td>
</tr>
<tr>
<td>FN 580 B</td>
<td>Management</td>
</tr>
<tr>
<td>FN 580 C</td>
<td>Community</td>
</tr>
</tbody>
</table>

- **Section Number**
  - Section number for FN 580 classes, as shown in Schedule of Classes, is “001” which represents an independent study course. When you register for such a course, the instructor’s number for independent study must be entered (Brenda Green's instructor number is 707).

- **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**

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 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 Nutrition and Dietetics Profession" (Part III: 11). Principles “h” and “l” under Section 2 of the Code refer to maintaining confidentiality of information. You will sign a "Confidentiality Statement" (Part III: 12) 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 a RDN, 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 2017 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. Facilities must have capabilities to assist interns in meeting all required Clinical (MNT)-related 2017 ACEND Accreditation Standards.
4. 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. In addition to RDNs, interns may also be supervised by other community professionals including RNs.
2. Facilities must have capabilities to assist interns in meeting all required community-related 2017 ACEND Accreditation Standards.
3. 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 5 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 2017 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://gradschool.siu.edu/current-students/registration/residency.php

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. Furthermore, you will need a computer to complete all competencies and other assignments required by your site or the program. You may need to borrow or lease one for your rotation if you don’t have one of your own.

Costs: Transportation and Hotels While on Rotation

Internship rotations are located 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**

**Costs: Immunizations, Drug Screening, Background Check, CPR Certification**

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. All costs for the above requirements are the student’s responsibility.

Official results of drug screens and background checks, along with your CPR certification must be filed in your permanent file. Copies of your results and certification will be sent to your preceptors. All costs for the above requirements are the student’s responsibility.

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: 11*). You will have signed a "Confidentiality Statement" prior to going on rotation. The DI Director sends copies of this statement to your Preceptors.

**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, shorts, Bermuda shorts, short 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**

Your internship rotations are considered core courses (see page 10 of handbook). At the completion of each rotation for the dietetic internship, each intern will receive a grade for their rotation. At the conclusion of your rotation, the preceptor and Dietetic Internship Director will discuss the grade you will receive. **As a part of the grading**
process, timely submission and completion of competencies, overall professionalism and communication, which includes attitude, will influence your ultimate letter grade.

Timely submission of competencies is defined as submitting competencies to the preceptor in advance and gaining approval before being submitted to the DI Director. The intern should expect to submit the approved competencies to the DI Director at least 3 days before each of the three scheduled progress meeting during each rotation.

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 32.

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. Binders are at the cost of the intern.

Vacation, Holiday, and Absence Policies

Each intern will have a short break (1 week) after the completion of their first two rotations. These dates are set when rotation schedules are given to you. It is recommended that you schedule routine medical, dental appointments or any other appointments during this time. Other vacation time is not planned into rotations.

Holidays do not reduce required 5-day workweeks and time will be made up at times mutually agreed upon by your preceptor(s) and you.

Interns are expected to be present at their site every day of each supervised practice experience. If an intern needs to make up any hours missed during the supervised practice due to illness, the time will be made up at times mutually agreed upon by your preceptor(s) and you. Please note: the intern’s week off may need to be used for making up missed time.

If the intern is absent from a site without prior notification and permission, the preceptor will notify the DI Director and a “Warning Notice” will be completed (page 47). A copy of the warning notice will be kept in your permanent file. In addition to the warning notice, the DI Director will meet with the intern within a week of the occurrence to discuss the reason of the absenteeism and possible repercussions. If an intern is absent for more than 3 days (without warning/permission) during a rotation, the DI Director will determine whether the intern will be dismissed from the program or whether other consequences will apply.
**Weekly Hours/Weekends/Lateness**

Interns are required to work a **minimum** of 40 hours per week during supervised practice experiences. The preceptor of each site will determine the intern’s work schedule. Lunch is not included in the working hours. Working on modules or assignments/competencies at home or other locations such as a coffee shop or library is not included in work hours as well. Furthermore, driving to and from sites is not included in working hours.

The intern will be expected to work some weekends. Again, the preceptor of each site will determine the intern’s work schedule. Therefore, the intern should not make arrangements for weekends without assuring that they will be free. Interns should not request permission from their supervisors to leave early on Friday or to arrive late on Monday the following week for personal travel plans.

Interns are expected to be on time for work. Any degree of lateness will result with the preceptor submitting a “Warning Notice” to the DI Director. A copy of the warning notice will be kept in your permanent file. After three incidents of tardiness, the DI Director will meet with the intern to discuss the reason of continued lateness and will result in the intern being required to work a weekend at the site in addition to their regular workweek. Regular tardiness is unacceptable behavior. Depending on the number and severity of cases, tardiness may result in the intern being dismissed from the program.

**Emergency Leave/Emergency Procedure while on Rotation**

If a death or severe illness occurs in the immediate family of an intern, they should arrange for appropriate time off with the DI Director and the preceptor prior to leaving. The intern will then be responsible for making up the missed work during their vacation time, weekends, or at the end of the program (additional time).

If you have a medical emergency while on rotation, you should seek treatment at a hospital emergency room. If you have SIU Student Health insurance or private health insurance coverage, you are responsible for presenting your health insurance card. The intern will be responsible for making up the missed work.

**Job Interviews**

The dietetic internship will provide a total of 1200 hours of one-on-one hands-on supervised practice. In order to ensure 1200 hours are completed, no job interviewing should be done while on rotations unless pre-approved by the Preceptor and the Dietetic Internship Director. If an interview is approved, hours must be made up for the time used.

**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 (see below). A follow-up evaluation would be conducted.


**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 (Corrective/Remedial Action Plan).

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 (Corrective/Remedial Action Plan).

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 Nutrition and Dietetics Profession, 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 (Corrective/Remedial Action Plan).

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 Nutrition and Dietetics Profession, 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!

If in the view of the site preceptor(s) and/or DI Director, the intern is not complying
with the stated responsibilities and/or policies and procedures for the facility or the DI
Program, the DI Director reserves the right to suspend at any time without warning an
intern whose academic standing or conduct is regarded as undesirable or
unacceptable. In most cases, a “Warning Notice” will be issued. In such instances, the
DI Director will meet with the intern to discuss the specific concern and develop a plan
or provide suggestions for rectifying the problem. If the intern still fails to comply with
the policies and procedures, and or receives a second warning notice, he/she may be
dismissed from the program.
*There will be NO REINSTATEMENT after termination!

Dismissal from the program will be decided upon by a review panel composed of the
DI Director, Chair of the Department, other graduate faculty, and the site preceptor(s)
(if on rotations). If not on rotations, the above panel with include preceptors that sit on
the Advisory Board.
Indications of Disciplinary/Dismissal from the Program

Interns being deficient in:
1. Progressing toward the competence of an entry level dietitian
2. Keeping client information confidential
3. Showing respect to clients/patients and their families
4. Addressing instructor, preceptors, co-workers, etc. by their appropriate titles
5. Maintaining open communication with DI Director, preceptors, co-workers, etc.
6. Wearing appropriate attire (dress code)
7. Acting professionally with all employees and clients/patients
8. Being prepared for rotations
9. Working assigned hours (scheduled by preceptors)

Interns are expected to:
1. Progress toward the competence of an entry level dietitian
2. Demonstrate initiative at their assigned sites
3. Be prepared for assignments and rotations
4. Follow instructions
5. Take on all responsibility/work-related requests as appropriate
6. Work all assigned hours
7. Arrive at rotation sites promptly, and avoid unexcused absences or tardiness
8. Submit competencies in a timely manner

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 http://gradschool.siu.edu/about-us/grad-catalog/catalog-18-19.php. Additionally, the student conduct code can be accessed at http://policies.siu.edu/other-policies/chapter3/conduct.php.

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: 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). 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 (“RDN 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 RDN 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).
- “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 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 Director for appropriate documentation in your permanent file.

The **Study Guide for the Registration Examination for Dietitians, 10th ed.,** from The Academy of Nutrition and Dietetics ($60.00) is an appropriate self-study guide. It includes a disk version that simulates the computerized registration examination format. Please note that the practice examination is administered by TesTrac, CDR’s vendor and that the practice examination questions (125) are identical in both formats. The online version simulates the actual computerized registration examination format and randomized the distribution.

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 RDN 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 the DI Director (plan \( \frac{1}{2} \) to 1 hour) to corroborate your self-assessment and complete final paperwork. 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 RDN exam is issued AFTER all items are completed.*

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<tr>
<th>Name______________________________________________________</th>
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<tr>
<td><strong>ITEM</strong></td>
<td><strong>Date or Notation</strong></td>
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<td>Didactic Program in Dietetics (DPD) Verification</td>
<td>COMPLETED 1,2</td>
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<td>OFFICIAL ORIGINAL FINAL TRANSCRIPTS SHOWING DEGREE</td>
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<td>Program of Study (signed)</td>
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<td>Rotation Sites</td>
<td>Clinical:</td>
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<td>Management:</td>
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<td>Community:</td>
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<td>Confidentiality Statement (student sign)/HIPPA Training</td>
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<td>Proof of Immunity 1,3</td>
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<td>• Hepatitis B Vaccination</td>
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<td>• Current TB Test</td>
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<td>Drug Screening</td>
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<td>Vita or Resume</td>
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<td>Objectives for supervised practice experience</td>
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<td>Professional Competence 1</td>
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<td>• Public Speaking</td>
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<td>Self-Assessment Tool for Public Health Nutritionists completed</td>
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<td>Selected Thesis or Research Report Advisor (and committee) and Topic</td>
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<td>Thesis defense Scheduled/Passes</td>
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<td>Thesis or Research Report Accepted by Graduate School</td>
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<td>Clinical Rotation</td>
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<td>SPRE Form &amp; Grade Sheet</td>
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<td>Management Rotation</td>
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<td>Rotation Evaluation Forms (Student Handbook)</td>
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<td>How I Completed Competencies (Student Handbook)</td>
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<td>Employer Contact Authorization</td>
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<td>Review Course 4</td>
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<tr>
<td><strong>ORIG.</strong> Verification Statement Issued to write RD Examination (2 for students file)</td>
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</table>

1 Required before starting supervised practice experience. 2 Required before registering for second semester. 3 Immunization requirements as outlined in the Graduate Catalog and DI Handbook. 4 Must show proof of attending a review course or purchasing review material.
# Program of Study Guide

**Master of Science Degree in Food and Nutrition—Concentration, Community Nutrition**

and

**Dietetic Internship Program—Emphasis, Community Nutrition**

## Program Entry

<table>
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<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer</strong></td>
</tr>
<tr>
<td><strong>FN 540</strong> Nutrition Policy, Programs &amp; Services</td>
<td><strong>3cr.</strong></td>
<td><strong>FN 530/ FN 585</strong> Adv C N /ANA&amp;Ed</td>
</tr>
<tr>
<td><strong>(10 hr practicum completed as well)</strong></td>
<td><strong>11 hrs.</strong></td>
<td><strong>9 hrs.</strong></td>
</tr>
</tbody>
</table>

## Notes:

1. Up to 99 credit hours can be taken toward a thesis. Only 6 of them count toward the master's degree.
2. Always check current Schedule of Classes for course offerings and times ([http://registrar.siu.edu/records/schedclass.htm](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), HND 495 (obesity), 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 39–44 credit hours from the following: FN 540, FN 574, FN 585, ANS 500, FN 530, PH 583, PH 585, QUAN 506, FN 581, PH 598, HND 495, FN 580A, FN 580B, FN 580C, and FN 599 and/or electives. 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 professional track option will require an additional 6 credits of electives, 3 of which must come from HND 495.

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1. PH 500 Community Organization for Health Education OR PH 532 Administration may be taken instead if available depending on your career goals (if available).
2. PH 598 is an optional elective that may be taken to fulfill the professional track requirements. This course is strongly encouraged; however you may take any of the courses listed on page 14 to fulfill your elective requirements.
# Individualized Program of Study

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| Additional Committee Members: |
| FN: |
| Outside Department: |
| Other: |

<table>
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<tr>
<th>□ Proposed Topic</th>
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</table>

Notes:_______________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Signatures

(Student) Date ____________________________

(DI Director)
Human Nutrition & Dietetics Faculty

William J Banz, PhD, RD,
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Chair and Professor
453-1763

Jeremy Davis, PhD, RD
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Associate Professor
453-1760

Dawn Null, PhD, RD
*Specialization: Foods & Nutrition, Community and Public Health, and Sports Nutrition*
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453-5193

Hospitality & Tourism Administration Faculty

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

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

John Farrish, PhD
*Specialization: Food and Beverage Operations Management*
Assistant Professor
453-5192
<table>
<thead>
<tr>
<th>Internship Site</th>
<th>Primary Preceptor</th>
<th>Preceptors</th>
<th>Address</th>
<th>Phone</th>
<th>E-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Care Health Centers</td>
<td>Amy Callico, RD, LD</td>
<td>Amy Callico, RD, LD</td>
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<tr>
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<td></td>
<td>Nutrition Services and WIC Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IL Dept. of Human Services</td>
<td>All IDHS: Stephanie Bess</td>
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<tr>
<td>Springfield</td>
<td>Bureau of Family Nutrition</td>
<td>Nutrition Services Coordinator Bureau of Family Nutrition</td>
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<td></td>
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</tr>
<tr>
<td>IL Dept. of Human Services</td>
<td>Regional Nutritionist Consultant</td>
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</tr>
<tr>
<td>Rockford</td>
<td></td>
<td>Ginny Belt, RD</td>
<td></td>
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<tr>
<td>IL Dept. of Human Services</td>
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</tr>
<tr>
<td>Chicago</td>
<td></td>
<td>Robin Colbert, MS, RD</td>
<td></td>
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</tr>
<tr>
<td>IL Dept. of Human Services</td>
<td>Regional Nutritionist Consultants</td>
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</tr>
<tr>
<td>Southern Illinois</td>
<td></td>
<td>Jenny Nance, MS, RD, LDN</td>
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</tr>
<tr>
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<tr>
<td>Jackson County Health Department (WIC)</td>
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<td><a href="mailto:mmoncure@gatewaygreening.org">mmoncure@gatewaygreening.org</a></td>
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<tr>
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<td>Carmen Berry MPH, RD, LD</td>
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<td>6282 Olive Boulevard St. Louis, MO 63130</td>
<td>314.325.1299</td>
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<tr>
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<td><a href="mailto:milton.stokes@monsanto.com">milton.stokes@monsanto.com</a></td>
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<td>314-694-6525</td>
<td><a href="mailto:karla.d.heins@monsanto.com">karla.d.heins@monsanto.com</a></td>
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## Internship Sites & Preceptors
### Clinical and Management Sites

<table>
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<th>Internship Site</th>
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<tr>
<td>Memorial Hospital of Carbondale</td>
<td>Jay Heiple, Mgmt</td>
<td>Jan Danley, MS, RD, LDN</td>
<td>405 West Jackson PO Box 1000</td>
<td>618.549.0721</td>
<td><a href="mailto:Jay.Heiple@sih.net">Jay.Heiple@sih.net</a></td>
</tr>
<tr>
<td></td>
<td>Crystal Middleton, MS, RD, LDN</td>
<td></td>
<td>Carbondale, IL 62902</td>
<td>X 65165 Jay</td>
<td><a href="mailto:Jan.Danley@sih.net">Jan.Danley@sih.net</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X 65226 Dietitians</td>
<td><a href="mailto:Crystal.Middleton@sih.net">Crystal.Middleton@sih.net</a></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>618.942.2171 ext 35120</td>
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<tr>
<td>Mercy Hospital (St. Louis)</td>
<td>Maggie Long, MA, RD</td>
<td></td>
<td>Nutrition &amp; Culinary Services</td>
<td>314.251.6282</td>
<td>Maggie: <a href="mailto:Margaret.Long2@Mercy.Net">Margaret.Long2@Mercy.Net</a></td>
</tr>
<tr>
<td></td>
<td>Clinical Nutrition Manager</td>
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<td>Chef Don: <a href="mailto:Donald.Grace@Mercy.net">Donald.Grace@Mercy.net</a></td>
</tr>
<tr>
<td></td>
<td>Don Grace, CEC, Fd Productn Mngr,</td>
<td></td>
<td>St Louis, MO 63141-8277</td>
<td>314.251.1876</td>
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<td></td>
<td>Culinary Services (Mgmt)</td>
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<tr>
<td>Mercy Hospital (Jefferson)</td>
<td>Jackee Bauch, RDN, LD, CDE, MBA</td>
<td></td>
<td>1400 U.S. Hwy 61</td>
<td>636.933.1831</td>
<td><a href="mailto:Jacquelyn.bauch@mercy.net">Jacquelyn.bauch@mercy.net</a></td>
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<tr>
<td></td>
<td>Clinical Dietitian – Patient Food</td>
<td></td>
<td>Festus, MO 63028</td>
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<td>Manager</td>
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<tr>
<td>St. Anthony’s - Mercy</td>
<td>Rebecca Hopkins MBA, RD, LDN</td>
<td>Jessica Saito</td>
<td>10010 Kennerly Road St Louis</td>
<td>314.525.1264</td>
<td><a href="mailto:Rebecca.Hopkins@Mercy.net">Rebecca.Hopkins@Mercy.net</a></td>
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<tr>
<td></td>
<td>Clinical Nutrition Manager</td>
<td>Manager of Patient Services</td>
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<td>314.525.4071</td>
<td><a href="mailto:Jessica.Saito@Mercy.net">Jessica.Saito@Mercy.net</a></td>
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<tr>
<td>SSM Health Good Samaritan</td>
<td>Melanie Horstmann, MS, RD, LDN</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>400 N Pleasant Centralia IL 62801</td>
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<tr>
<td>Heartland Regional Medical</td>
<td>Julie Moses, MS, RD, LDN</td>
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<td>618.998.7050</td>
<td><a href="mailto:jmoses@hhs1.com">jmoses@hhs1.com</a></td>
</tr>
<tr>
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<td>St. John's Hospital</td>
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<tr>
<th>Institution</th>
<th>Individual</th>
<th>Role</th>
<th>Address</th>
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<tbody>
<tr>
<td>Memorial Hospital of</td>
<td>Jay Heiple, Mgmt</td>
<td>Mgmt</td>
<td>405 West Jackson PO Box 1000</td>
<td>618.549.0721</td>
<td><a href="mailto:Jay.Heiple@sih.net">Jay.Heiple@sih.net</a></td>
</tr>
<tr>
<td>Carbondale</td>
<td>Crystal Middleton, MS, RD,</td>
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<tr>
<td></td>
<td>LDN</td>
<td></td>
<td></td>
<td>X 65226 Dietitians</td>
<td><a href="mailto:Crystal.Middleton@sih.net">Crystal.Middleton@sih.net</a></td>
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<tr>
<td></td>
<td>MBA</td>
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<tr>
<td></td>
<td>Clinical Dietitian – Patient</td>
<td>Preceptor</td>
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<tr>
<td></td>
<td>Food Manager</td>
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<td>1 Good Samaritan Way Mt. Vernon</td>
<td>618.899.2089</td>
<td><a href="mailto:Melanie.Horstmann@ssmhealth.com">Melanie.Horstmann@ssmhealth.com</a></td>
</tr>
<tr>
<td></td>
<td>LDN, CDE Director, Nutr</td>
<td></td>
<td>Illinois 62864</td>
<td>618.899.2087</td>
<td><a href="mailto:Brenda.A.Price@ssmhealth.com">Brenda.A.Price@ssmhealth.com</a></td>
</tr>
<tr>
<td></td>
<td>Services</td>
<td></td>
<td>400 N Pleasant Centralia IL 62801</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heartland Regional Medical</td>
<td>Julie Moses, MS, RD, LDN</td>
<td>Preceptor</td>
<td>3333 West DeYoung Marion</td>
<td>618.998.7050</td>
<td><a href="mailto:jmoses@hhs1.com">jmoses@hhs1.com</a></td>
</tr>
<tr>
<td>Center</td>
<td>Heartland FS Director</td>
<td></td>
<td>Marion, IL 62959</td>
<td>618.998.7839</td>
<td><a href="mailto:bmiller@hhs1.com">bmiller@hhs1.com</a></td>
</tr>
<tr>
<td>Unity Point School</td>
<td>Ulli Tragoudas, MS, LDN</td>
<td>Preceptor</td>
<td>4033 S Illinois Ave</td>
<td>618.529.4151</td>
<td><a href="mailto:utragoudas@up140.org">utragoudas@up140.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Carbondale, IL 62903</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. John's Hospital</td>
<td>Deborah Durham, RD, LDN</td>
<td>Preceptor</td>
<td>800 E Carpenter St</td>
<td>217.544.6464</td>
<td><a href="mailto:Deborah.Durham@hshs.org">Deborah.Durham@hshs.org</a></td>
</tr>
<tr>
<td></td>
<td>Ed Clark</td>
<td></td>
<td>Springfield, IL 62769</td>
<td>X 45994 Deb</td>
<td><a href="mailto:Carl.Clark@hshs.org">Carl.Clark@hshs.org</a></td>
</tr>
</tbody>
</table>
## Rotations by Location

*(One way mileage)*

<table>
<thead>
<tr>
<th>STATE</th>
<th>CITY</th>
<th>SITE</th>
<th>MILES from C’DALE</th>
<th>ROTATION TYPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>IL</td>
<td>Benton</td>
<td>U of I Extension</td>
<td>33</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Carbondale</td>
<td>Memorial Hosp Carbondale</td>
<td>0</td>
<td>Mgmt &amp; Clin</td>
</tr>
<tr>
<td></td>
<td>Centralia</td>
<td>Good Samaritan Regional Health Center</td>
<td>70</td>
<td>Mgmt &amp; Clin</td>
</tr>
<tr>
<td></td>
<td>Chicago</td>
<td>IDHS</td>
<td>340</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Marion</td>
<td>IDHS</td>
<td>20</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Marion</td>
<td>Heartland Regional Medical Center</td>
<td>16</td>
<td>Mgmt &amp; Clin</td>
</tr>
<tr>
<td></td>
<td>Marion</td>
<td>VA Medical Center</td>
<td>16</td>
<td>Mgmt &amp; Clin</td>
</tr>
<tr>
<td></td>
<td>Metropolis</td>
<td>Southern Seven Health Dept</td>
<td>60</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Mt Vernon</td>
<td>Good Samaritan Regional Health Center</td>
<td>60</td>
<td>Mgmt &amp; Clin</td>
</tr>
<tr>
<td></td>
<td>Murphysboro</td>
<td>Jackson County Health Dept</td>
<td>8</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Rockford</td>
<td>IDHS</td>
<td>390</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Springfield</td>
<td>IDHS</td>
<td>190</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Springfield</td>
<td>St. John’s Hospital</td>
<td>190</td>
<td>Mgmt &amp; Clin</td>
</tr>
<tr>
<td></td>
<td>Urbana</td>
<td>Ascend CHC</td>
<td>200</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td>Waukegan</td>
<td>Lake Co Health Dept. &amp; CHC</td>
<td>380</td>
<td>Community</td>
</tr>
</tbody>
</table>

| MO    | 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 |
|       | St. Louis | St. Alexius | 110 | Mgmt & Clin |
|       | St. Louis | St. Anthony’s Medical Center | 110 | Mgmt & Clin |
# Tips for Success during Supervised Practice

<table>
<thead>
<tr>
<th>Progressive Steps Through Supervised Practice</th>
<th>Do</th>
<th>Don't</th>
</tr>
</thead>
</table>
| **Self-Assessment: Acceptance of Placement**  | 1. Analyze your interests, values & goals & be certain your faculty advisor is fully aware of them.  
2. Despite temporary placement & student status, regard yourself as a professional & a member of the staff.  
3. Prepare yourself to expect & accept that problems & frustrations will occur.  
4. When problems occur, be patient & pleasant; cope with problems with an attitude toward solution & negotiation. | 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.  
2. Do not let yourself become involved in internal conflict or “chatter”. |
| **Routine Office Matters** | 1. Be sure to find out where you are to work—office, desk space, chair, telephone, etc. so you know your operational base.  
2. Be aware of office practices regarding dress, protocol, office hours and flexibility, holidays. Follow rules set for regular staff. | 1. Do not expect any special treatment.  
2. Do not complain about working extra hours or occasional weekends. |
| **Orientation** | 1. Request & read information you need regarding the organizational structure, names of key people, office policies & procedures to facilitate your orientation.  
2. Determine what information you may need which has already been compiled. Find out who is knowledgeable in your own office and others.  
3. Become familiar with the entire agency so you can see where you fit. Review:  
   a. Annual reports, program plans, program descriptions, etc.  
   b. Budget documents  
   c. Organization charts | 1. Do not take too long to familiarize yourself with the agency, staff, etc.  
2. Do not let yourself “take sides” in office politics.  
3. Do not be critical of the nutrition staff if documents & plans do not follow the format learned in school. The format & procedures for such documents as plans, budgets, etc. are usually dictated by the agency or a higher governmental entity. |
| **Integrating into the New Environment** | 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.  
2. Be ready and prepared to offer suggestions and so show initiative.  
3. Learn quickly, the people who facilitate the work-flow.  
4. Attempt to gain an appreciation for the clerical and secondary functions of the agency, for they are the building blocks of the primary mission. A | 1. Do not become so assertive as to threaten other employees; however, appear competent enough to establish a basis for receiving favorable recommendations.  
2. Do not exercise authority.  
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 units should be coordinated through your preceptor. |
finished project can be delayed, altered, or expedited depending upon the inclination of the clerical staff!

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.

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.

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).

<table>
<thead>
<tr>
<th>Establishing the Task(s) &amp; Assignments</th>
<th>Developing Student/Preceptor Rapport</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish the expectations, limitations, and directions of the competencies with your preceptor at the beginning of your rotation.</td>
<td>1. Establish a good working relationship so you will be able to talk freely about what you are receiving or lacking from the experience.</td>
</tr>
<tr>
<td>2. Evaluate your assignments in terms of the amount of time available during your rotation.</td>
<td>2. Assure your field advisor you have a desire to learn and you are putting forth all efforts to make the experience worthwhile.</td>
</tr>
<tr>
<td>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 Director and ask for assistance.</td>
<td>3. If you suffer from “lack of guidance”, remedy the situation by either approaching your preceptor or dietetic</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>1. Do not hesitate to contact the internship Director if the experiences are not in line with the competencies.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>3. Do not allow yourself to be overloaded with tasks no other staff member will do.</td>
<td>1. Do not fail to have regularly-scheduled meetings with your field advisor so you can acquire feedback.</td>
</tr>
</tbody>
</table>
**Vital Elements of Successful Experience**

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.

2. Follow through on whatever job you undertake; deadlines are important and should be strictly adhered to.

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.”

4. Develop and maintain careful, quality work habits.

5. Since staff may be busy, schedule meetings with individuals several days in advance.

6. Take advantage of training workshops offered inside and outside of the organization.

7. Keep a positive attitude and remember that new ideas take a long time to implement.

**Future Direction**

1. Be aware of the possibility you may discover a change in your career objectives based upon your experiences.

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.

---

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.
Intern Warning Notice

Date: ____________________________________________

Intern’s Name: _________________________________

Preceptor’s Name: _________________________________

Rotation: _______________________________________

Facility: __________________________________________

Violation of expectation, responsibilities, and/or policies and procedures:

☐ Unprofessional Conduct
☐ Unprofessional Appearance
☐ Lack of Cooperation
☐ Poor Attitude
☐ Unsatisfactory Work Performance
☐ Three unexcused Tardiness Episodes
☐ Unexcused Absenteeism
☐ Other:________________________________________

Description of incidence:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Intern’s corrective action plan:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Preceptor Signature: ____________________________________

Intern Signature: _______________________________________

DI Director Signature: _________________________________
# CORE COMPETENCIES* & SUPERVISED PRACTICE

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

Upon completion of the program, graduates are able to:

<table>
<thead>
<tr>
<th>Competencies/Learning Outcomes</th>
<th>Graduate Coursework</th>
<th>Community (Part VI: #19)</th>
<th>Management (Part V: #18)</th>
<th>Clinical (Part IV: #14)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRDN 1.1</strong> Select indicators of program quality and/or customer service and measure achievement of objectives.</td>
<td>FN 540</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>CRDN 1.2</strong> Apply evidence-based guidelines, systematic reviews and scientific literature.</td>
<td>FN 530 FN 574 Thesis ANS 500</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>CRDN 1.3</strong> Justify programs, products, services and care using appropriate evidence or data.</td>
<td>FN 574 FN 540</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CRDN 1.4</strong> Evaluate emerging research for application in nutrition and dietetics practice.</td>
<td>FN 581 ANS 500 Thesis</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>CRDN 1.5</strong> Conduct projects using appropriate research methods, ethical procedures and data analysis</td>
<td>Thesis ANS 500</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>CRDN 1.6</strong> Incorporate critical-thinking skills in overall practice.</td>
<td>FN 574 FN 540 ANS 500</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Competency statements are from the Accreditation Council for Education in Nutrition and Dietetics of The Academy of Nutrition and Dietetics, 2017 Accreditation Standards for Nutrition and Dietetic Internship Program (DI).
2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.

Upon completion of the program, graduates are able to:

<table>
<thead>
<tr>
<th>Competencies/Learning Outcomes</th>
<th>Graduate Coursework</th>
<th>Community Rotation</th>
<th>Management Rotation</th>
<th>Clinical Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRDN 2.1</strong> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.</td>
<td>FN 581</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>CRDN 2.2</strong> Demonstrate professional writing skills in preparing professional communications.</td>
<td>FN 540&lt;br&gt;FN 530&lt;br&gt;FN 581&lt;br&gt;ANS 500&lt;br&gt;FN 574&lt;br&gt;Thesis</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>CRDN 2.3</strong> Demonstrate active participation, teamwork and contributions in group settings.</td>
<td>FN 581&lt;br&gt;FN 530&lt;br&gt;FN 574</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>CRDN 2.4</strong> Function as a member of interprofessional teams.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>CRDN 2.5</strong> Assign duties to NDTRs and/or support personnel as appropriate.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>CRDN 2.6</strong> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>CRDN 2.7</strong> Apply leadership skills to achieve desired outcomes.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>CRDN 2.8</strong> Demonstrate negotiation skills.</td>
<td>FN 581&lt;br&gt;FN 574&lt;br&gt;ANS 500</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CRDN 2.9</td>
<td>Participate in professional and community organizations <em>(Examples: SIDA, IDA, &amp; The Academy)</em></td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------------------------------------------------------</td>
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<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>CRDN 2.10</td>
<td>Demonstrate professional attributes in all areas of practice.</td>
<td>FN 574 ANS 500</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>CRDN 2.11</td>
<td>Show cultural competence/sensitivity in interactions with clients, colleagues and staff.</td>
<td>FN 530</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>CRDN 2.12</td>
<td>Perform self-assessment and develop goals for self-improvement throughout the program.</td>
<td>FN 581</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>CRDN 2.13</td>
<td>Prepare a plan for professional development according to Commission of Dietetic Registration guidelines.</td>
<td>FN 581</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>CRDN 2.14</td>
<td>Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.</td>
<td>FN 540</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>CRDN 2.15</td>
<td>Practice and/or role-play mentoring and precepting others.</td>
<td>FN 581 FN 530</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Competencies/Learning Outcomes</th>
<th>Graduate Coursework</th>
<th>Community Rotation</th>
<th>Management Rotation</th>
<th>Clinical Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRDN 3.1</strong> Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.</td>
<td>FN 574</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>CRDN 3.2</strong> Conduct nutrition focused physical exams.</td>
<td>FN 574</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>CRDN 3.3</strong> Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.</td>
<td>FN 581&lt;br&gt;FN 530&lt;br&gt;FN 574</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>CRDN 3.4</strong> Design, implement and evaluate presentations to a target audience</td>
<td>FN 530</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>CRDN 3.5</strong> Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.</td>
<td>FN 530</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CRDN 3.6</strong> Use effective education and counseling skills to facilitate behavior change.</td>
<td>FN 530</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td><strong>CRDN 3.7</strong> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.</td>
<td>FN 530</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CRDN 3.8</strong> Deliver respectful, science-based answers to consumer questions concerning emerging trends.</td>
<td>FN 530&lt;br&gt;FN 581</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.

CRDN 3.10 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

4. 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:

<table>
<thead>
<tr>
<th>Competencies/Learning Outcomes</th>
<th>Graduate Coursework</th>
<th>Community Rotation</th>
<th>Management Rotation</th>
<th>Clinical Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRDN 4.1 Participate in management of human resources</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 4.3 Conduct clinical and customer service quality management activities.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>CRDN 4.5 Analyze quality, financial or productivity data for use in planning.</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 4.9 Explain the process for coding and bill for nutrition and dietetic services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.</td>
<td>FN 574</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 4.10 Analyze risk in nutrition and dietetics practice</td>
<td>FN 574 ANS 500</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 5. Community emphasis competencies/learning outcomes.

Upon completion of the program, graduates are able to:

<table>
<thead>
<tr>
<th>Competencies/Learning Outcomes</th>
<th>Graduate Coursework</th>
<th>Community Rotation</th>
<th>Management Rotation</th>
<th>Clinical Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRDN 5.1 Observe and evaluate nutrition and health care for diverse population groups across the lifespan.</td>
<td>FN 530</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 5.2 Conduct community-based nutrition and health program outcome assessment/evaluation.</td>
<td>FN 540</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 5.3 Compare and contrast community-based food and nutrition programs.</td>
<td>FN 540               FN 581</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 5.4 Participate in needs assessment, nutrition surveillance and/or monitoring of target groups or communities</td>
<td>FN 540</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 5.5 Participate in community-based research.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 5.6 Participate in nutrition and health policy development and evaluation based on community needs and resources</td>
<td>FN 540</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 5.7 Consult with organizations regarding food access for target populations</td>
<td>FN 581</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 5.8 Develop a health promotion/disease prevention intervention project.</td>
<td>FN 540</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 5.9 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.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part III: Intern Responsibilities

Code of Ethics for the Nutrition and Dietetics Profession

Preamble:

When providing services the nutrition and dietetics practitioner adheres to the core values of customer focus, integrity, innovation, social responsibility, and diversity. Science-based decisions, derived from the best available research and evidence, are the underpinnings of ethical conduct and practice.

This Code applies to nutrition and dietetics practitioners who act in a wide variety of capacities, provides general principles and specific ethical standards for situations frequently encountered in daily practice. The primary goal is the protection of the individuals, groups, organizations, communities, or populations with whom the practitioner works and interacts.

The nutrition and dietetics practitioner supports and promotes high standards of professional practice, accepting the obligation to protect clients, the public, and the profession; upholds the Academy of Nutrition and Dietetics (Academy) and its credentialing agency the Commission on Dietetic Registration (CDR) Code of Ethics for the Nutrition and Dietetics Profession; and shall report perceived violations of the Code through established processes.

The Academy/CDR Code of Ethics for the Nutrition and Dietetics Profession establishes the principles and ethical standards that underlie the nutrition and dietetics practitioner’s roles and conduct. All individuals to whom the Code applies are referred to as “nutrition and dietetics practitioners”. By accepting membership in the Academy and/or accepting and maintaining CDR credentials, all nutrition and dietetics practitioners agree to abide by the Code.

Principles and Standards:

1. Competence and professional development in practice (Non-maleficence)

Nutrition and dietetics practitioners shall:

a. Practice using an evidence-based approach within areas of competence, continuously develop and enhance expertise, and recognize limitations.

b. Demonstrate in depth scientific knowledge of food, human nutrition and behavior.

c. Assess the validity and applicability of scientific evidence without personal bias.

d. Interpret, apply, participate in and/or generate research to enhance practice, innovation, and discovery.

e. Make evidence-based practice decisions, taking into account the unique values and circumstances of the patient/client and community, in combination with the practitioner’s expertise and judgment.

f. Recognize and exercise professional judgment within the limits of individual qualifications and collaborate with others, seek counsel, and make referrals as appropriate.

2. Integrity in personal and organizational behaviors and practices (Autonomy)

Nutrition and dietetics practitioners shall:

a. Disclose any conflicts of interest, including any financial interests in products or services that are recommended. Refrain from accepting gifts or services which potentially influence or which may give the appearance of influencing professional judgment.

b. Comply with all applicable laws and regulations, including obtaining/maintaining a state license or certification if engaged in practice governed by nutrition and dietetics statutes.

c. Maintain and appropriately use credentials.

d. Respect intellectual property rights, including citation and recognition of the ideas and work of others, regardless of the medium (e.g., written, oral, electronic).

e. Provide accurate and truthful information in all communications.

f. Report inappropriate behavior or treatment of a patient/client by another nutrition and dietetics practitioner or other professionals.

3. Professionalism (Beneficence)

Nutrition and dietetics practitioners shall:

a. Participate in and contribute to decisions that affect the well-being of patients/clients.

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b. Respect the values, rights, knowledge, and skills of colleagues and other professionals.
c. Demonstrate respect, constructive dialogue, civility and professionalism in all communications, including social media.
d. Refrain from communicating false, fraudulent, deceptive, misleading, disparaging or unfair statements or claims.
e. Uphold professional boundaries and refrain from romantic relationships with any patients/clients, surrogates, supervisors, or students.
f. Refrain from verbal/physical/emotional/sexual harassment.
g. Provide objective evaluations of performance for employees, coworkers, and students and candidates for employment, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.
h. Communicate at an appropriate level to promote health literacy.
i. Contribute to the advancement and competence of others, including colleagues, students, and the public.

4. Social responsibility for local, regional, national, global nutrition and well-being (Justice)
Nutrition and dietetics practitioners shall:
a. Collaborate with others to reduce health disparities and protect human rights.
b. Promote fairness and objectivity with fair and equitable treatment.
c. Contribute time and expertise to activities that promote respect, integrity, and competence of the profession.
d. Promote the unique role of nutrition and dietetics practitioners.
e. Engage in service that benefits the community and to enhance the public’s trust in the profession.
f. Seek leadership opportunities in professional, community, and service organizations to enhance health and nutritional status while protecting the public.

Glossary of Terms:
Autonomy: ensures a patient, client, or professional has the capacity and self-determination to engage in individual decision-making specific to personal health or practice.
Competence: encompasses taking positive steps to benefit others, which includes balancing benefit and risk.
Conflict(s) of Interest(s): defined as a personal or financial interest or a duty to another party which may prevent a person from acting in the best interest of the intended beneficiary, including situations when the provider’s own interests could be entertained.
Customer: any client, patient, resident, participant, student, consumer, individual/person, group, population, or organization to which the nutrition and dietetics practitioner provides service.
Diversity: “The Academy values and respects the diverse viewpoints and individual differences of all people. The Academy’s mission and vision are most effectively realized through the promotion of a diverse membership that reflects cultural, ethnic, gender, racial, religious, sexual orientation, socioeconomic, geographical, political, educational, experiential and philosophical characteristics of the public it serves. The Academy actively identifies and offers opportunities to individuals with varied skills, talents, abilities, ideas, disabilities, backgrounds and practice expertise.”
Evidence-based Practice: Evidence-based practice is an approach to health care wherein health practitioners use the best evidence possible, i.e., the most appropriate information available, to make decisions for individuals, groups and populations. Evidence-based practice values, enhances and builds on clinical expertise, knowledge of disease mechanisms, and pathophysiology. It involves complex and conscientious decision-making based not only on the available evidence but also on client characteristics, situations, and preferences. It recognizes that health care is individualized and ever changing and involves uncertainties and probabilities. Evidence-based practice incorporates successful strategies that improve client outcomes and are derived from various sources of evidence including research, national guidelines, policies, consensus statements, systematic analysis of clinical experience, quality improvement data, specialized knowledge and skills of experts.
Justice (social justice): supports fair, equitable, and appropriate treatment for individuals and fair allocation of resources.
Non-Maleficence: is the intent to not inflict harm.

References:
Confidentiality Statement

I, ________________________, have read the “Code of Ethics for the Nutrition and Dietetics Profession”.

I understand the Principles and Standards of the Code of Ethics for the Nutrition and Dietetics Profession. I have been especially alerted to principles “h” and “i” of Principle 2 (Autonomy): “Nutrition and dietetics practitioners shall: respect patient/client’s autonomy. Safeguard patient/client confidentiality according to current regulations and laws. Implement appropriate measures to protect personal health information using appropriate techniques (e.g., encryption)."

The Academy/CDR Code of Ethics for the Nutrition and Dietetics Profession establishes the principles and ethical standards that underlie the nutrition and dietetics practitioner’s roles and conduct. All individuals to whom the Code applies are referred to as “nutrition and dietetics practitioners”. By accepting membership in the Academy and/or accepting and maintaining CDR credentials, all nutrition and dietetics practitioners agree to abide by the Code.

Furthermore, as a Dietetic Intern, I agree and understand that I will adhere to all Principles and Standards throughout my enrollment in the Dietetic Internship Program, including while on practicums and rotations.

______________________________________
Name

______________________________________
Date

1 Each dietetic intern signs and dates 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.
SIU Dietetic Internship Program

DI ROTATION CONFIDENTIALITY AGREEMENT

I understand that the ___SIU Dietetic Internship Program/Dietetic Intern____ has a legal and ethical responsibility to maintain patient privacy, including obligations to protect the confidentiality of patient information and to safeguard the privacy of patient information.

In addition, I understand that during the course of my internship, I may see or hear other Confidential Information such as financial data and operational information pertaining to the practice that the ___Dietetic Intern____ is obligated to maintain as confidential.

As a condition of my internship with the ___SIU Dietetic Internship Program____, I understand that I must sign and comply with this agreement. By signing this document I understand and agree that: I will disclose Patient Information and/or Confidential Information only if such disclosure complies with ___my rotation’s____ policies, and is required for the performance of my job.

My personal access code(s), user ID(s), access key(s) and password(s) used to access computer systems or other equipment are to be kept confidential at all times.

I will not access or view any information other than what is required to do my job. If I have any question about whether access to certain information is required for me to do my job, I will immediately ask my supervisor for clarification.

I will not discuss any information pertaining to the practice in an area where unauthorized individuals may hear such information (for example, in hallways, on elevators, in the cafeteria, on public transportation, at restaurants, and at social events). I understand that it is not acceptable to discuss any practice information in public areas even if specifics such as a patient’s name are not used.

I will not make inquiries about any practice information for any individual or party who does not have proper authorization to access such information.

I will not make any unauthorized transmissions, copies, disclosures, inquiries, modifications, or purging of Patient Information or Confidential Information. Such unauthorized transmissions include, but are not limited to; removing and/or transferring Patient Information or Confidential Information from ___my rotation’s____ computer system to unauthorized locations (for instance, home).

Upon termination of my internship, I will immediately return all property (e.g. keys, documents, ID badges, etc.) to ___my supervisor____.

I agree that my obligations under this agreement regarding Patient Information will continue after the termination of my internship with the ___SIU Dietetic Internship Program____.

I understand that any Confidential Information or Patient Information that I access or view through the ___SIU Dietetic Internship Program____ does not belong to me.
I have read the above agreement and agree to comply with all its terms as a condition of continuing employment.

_________________________  ______________________
Signature of Dietetic Intern   Date

_____________________________
Print Your Name
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.

______________________________  ________________________________
Date                                      Signature

______________________________  ________________________________
Student ID Number                          Printed Name

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
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;

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 – MANAGEMENT ROTATION

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

Upon completion of the program, graduates are able to:

<table>
<thead>
<tr>
<th>ACEND Competencies/Learning Outcomes</th>
<th>Rotation Experience</th>
<th>Rotation Evaluation Strategy</th>
<th>Evaluation: E/S</th>
<th>Week Project Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.</td>
<td>A. Explain in writing the mission, vision and values of the organization and 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).</td>
<td>A. Document in notebook. Evaluated by Preceptor and Faculty Supervisor. B. Document in notebook. Evaluated by Preceptor and Faculty Supervisor.</td>
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</table>

CRDN 1.6 Incorporate critical-thinking skills in overall practice.

A. Document a time when you had to use critical thinking skills or problem solving skills as a leader to achieve a desired outcome.

A. Document example(s) in notebook. Critical thinking skills evaluated by Preceptor.

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

Upon completion of the program, graduates are able to:

<table>
<thead>
<tr>
<th>CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.</th>
<th>Rotation Experience</th>
<th>Rotation Evaluation Strategy</th>
<th>Evaluation: E/S</th>
<th>Week Project Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Read and examine Code of Ethics for the Profession of Dietetics. B. Intern models acceptable professional behavior throughout experience. C. Review current Ethics policy and practices of facility.</td>
<td>A. Signed statement indicating understanding and agreement to these principles. B. Preceptor and Faculty Supervisor evaluate. C. Document summary in notebook</td>
<td></td>
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</tr>
</tbody>
</table>
### Competencies/Learning Outcomes for Dietetic Internship Programs – MANAGEMENT ROTATION

| CRDN 2.2 | Demonstrate professional writing skills in preparing professional communications.  
(Tip: Examples include research manuscripts, project proposals, education materials, policies and procedures) | A. Prepare various communications in applicable formats for use in the department.  
B. Demonstrate ability to communicate effectively orally and in writing. | A. Document examples in notebook. Evaluated by Preceptor and Faculty Supervisor.  
B. Document examples in notebook. Evaluated by Preceptor and Faculty Supervisor. |
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>ACEND</td>
<td>Competencies/Learning Outcomes</td>
<td>Rotation Experience</td>
<td>Rotation Evaluation Strategy</td>
</tr>
<tr>
<td>CRDN 2.3</td>
<td>Demonstrate active participation, teamwork and contributions in a group setting.</td>
<td>A. Document active participation, teamwork and contributions with foodservice personnel and health care team members. Summarize your contributions and impact thereof.</td>
<td>A. Participation evaluated by Preceptor. Document summary in notebook and evaluated by Preceptor and Faculty Supervisor.</td>
</tr>
<tr>
<td>CRDN 2.4</td>
<td>Function as a member of interprofessional teams. NEW</td>
<td>A. Participate in interdepartmental meetings and projects, document workings with other areas (any committee that the nutrition department attends or participates in beyond nutrition i.e., patient safety, patient satisfaction, finance).</td>
<td>A. Participation evaluated by Preceptor. Document summary in notebook.</td>
</tr>
<tr>
<td>CRDN 2.5</td>
<td>Assign duties to NDTRs and/or support personnel as appropriate. NEW</td>
<td>A. Assign daily duties or tasks to support personnel (staff). Document the assignment or reassignment of work duties to fairly distribute workloads in the department.</td>
<td>A. Document in notebook and evaluated by Preceptor and Faculty Supervisor.</td>
</tr>
<tr>
<td>CRDN 2.7</td>
<td>Apply leadership skills to achieve desired outcomes.</td>
<td>A. Document a time when you acted as a leader to achieve a desired outcome.</td>
<td>A. Document example(s) in notebook. Leadership skills evaluated by Preceptor.</td>
</tr>
</tbody>
</table>
| CRDN 2.8 | Demonstrate negotiation skills.  
(Tip: Skills include showing assertiveness when needed, while respecting life experiences, cultural diversity and educational background of | A. Discuss how negotiation skills were used (i.e., during the menu project, in-service, schedules). This could be your own negotiations or when working with other staff. | A. Document example(s) in notebook. Performance to be evaluated by Preceptor. |
### SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
#### ACCREDITATION STANDARDS
##### DIETETIC INTERNSHIP PROGRAMS

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

| CRDN 2.9 | Participate in professional and community organizations.  
*(Examples: SIDA, IDA, AHF & The Academy)* | A. Attend and participate in two dietetic continuing education programs offered at the local, regional, state, or national level.  
1. __________________________  
2. __________________________ | A. Summarize learning outcomes from the sessions attended. Explain how these meetings/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. |
| --- | --- | --- | --- |
| CRDN 2.10 | Demonstrate professional attributes in all areas of practice. *(Tip: Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.)* | 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 at least one work week.  
C. Participate in hiring, performance evaluation, and counseling of employees. | A. Outline to be evaluated by Preceptor and Faculty Supervisor.  
B. Performance to be evaluated by Preceptor.  
C. Performance or summary to be evaluated by Preceptor. |
| CRDN 2.11 | Show cultural competence/sensitivity in interactions with clients, colleagues and staff. NEW | A. Summarize how awareness and sensitivity to various cultures and markets are demonstrated or practiced in the organization.  
B. Develop a menu for a population subset to better meet cultural needs (Kosher, vegan, etc). | A. Document examples in notebook. Evaluated by Preceptor and Faculty Supervisor.  
B. Project to be evaluated by Preceptor. Document in notebook. |
| CRDN 2.12 | Perform self-assessment and develop goals for self-improvement | A. At each of the three evaluation visits, be prepared to describe your professional self-assessment and goals. | A. Self-evaluation and goals to be reviewed with intern by |
## Competencies/Learning Outcomes for Dietetic Internship Programs – MANAGEMENT ROTATION

<table>
<thead>
<tr>
<th>CRDN 2.13 Prepare a plan for professional development according to Commission of Dietetic Registration guidelines.</th>
<th>A. Prepare sample plan for your CDR Professional Development Dietetic Portfolio.</th>
<th>A. Evaluated by DI Director.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEW</strong> CRDN 2.15 Practice and/or role-play mentoring and precepting others.</td>
<td>A. Write a post-rotation description that includes what the next intern can do to be successful in the rotation and how best the intern should prepare for the rotation. B. Choose 3 competencies which you thought were the most difficult to meet and describe in a report how you completed them. Report should include what the next intern can do to be successful at meeting the competency and how best the intern should prepare for the competency.</td>
<td>A. Evaluated by Preceptor and Faculty Supervisor. B. Evaluated by Preceptor and Faculty Supervisor</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>ACEND Competencies/Learning Outcomes</th>
<th>Rotation Experience</th>
<th>Rotation Evaluation Strategy</th>
<th>Evaluation: E/S</th>
<th>Week Project Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings. (Tip: Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.)</td>
<td>List and describe the characteristics of at least three target markets of the institution. Expand on how the target markets are established, who studies them or knows them, how does the institution know what foods to offer and/or the characteristics of the target audiences? How does the institution get this data?</td>
<td>A. List to be checked by the Preceptor. Document in notebook.</td>
<td>E/S</td>
<td></td>
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<tr>
<td></td>
<td>B. Complete a food acceptability study including statistical analysis of data. Provide marketing implications based on results of study.</td>
<td>B. Final report approved by Preceptor. Document in notebook.</td>
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<td></td>
<td>C. Prepare a written summary of each guest relations program.</td>
<td>C. Summary to be evaluated by Preceptor. Document in notebook.</td>
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</table>

<table>
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<tr>
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<th>Week Project Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRDN 3.4 Design, implement and evaluate presentations to a target audience (Tip: A quality presentation considers life experiences, cultural diversity and educational background of the target audience.)</td>
<td>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.</td>
<td>A. Completion of an educational program including a pre- and post-test of program contents.</td>
<td>E/S</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>ACEND Competencies/Learning Outcomes</th>
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<th>Rotation Evaluation Strategy</th>
<th>Evaluation: E/S</th>
<th>Week Project Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources. (Tip: Students/interns should demonstrate and promote responsible use of resources including</td>
<td>Diagram “Food Flow” from entry point to trayline 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.</td>
<td>A. Diagram or process to be evaluated by Preceptor. Document in notebook.</td>
<td>E/S</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Diagram or process to be evaluated by Preceptor. Document in notebook.</td>
<td>B. Diagram or process to be evaluated by Preceptor. Document in notebook.</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>C. Orders to be checked for</td>
<td>C. Orders to be checked for</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
employees, money, time, water, energy, food and disposable goods.)

| B. Document a workflow process concentrating on the labor aspect. Propose a change that will reduce labor, shorten production time and/or eliminate waste. Document cost and implementation concerns. | accuracy by Preceptor. Document in notebook. |
| C. Review purchasing system (including receiving, inspecting, and storing). Complete purchase orders for one week. | D. Performance to be evaluated by Preceptor. Document in notebook. |
| D. Assist with inventory. Describe type of inventory system used. Provide examples of procedures used. |  |

**CRDN 3.10** Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.

| A. Complete a menu project assigned by the Preceptor. Develop 1 week (or assigned) menu with diet modifications, recipe adjustments, develop order guide and production sheet, and complete nutrient analysis. Document the outcome of the changes made. | A. Project to be evaluated by Preceptor. Document 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:

<table>
<thead>
<tr>
<th><strong>ACEND</strong></th>
<th><strong>Rotation Experience</strong></th>
<th><strong>Rotation Evaluation Strategy</strong></th>
<th><strong>Evaluation: E/S</strong></th>
<th><strong>Week Project Completed</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRDN 4.1</strong> Participate in management of human resources.</td>
<td>A. Review the department's policies and procedures. Summarize the Occupational Safety and Health Administration, Fair Labor Standards Act, Civil Rights Act, Family and Medical Leave Act, and the Americans with Disabilities Act and how they influence staffing.</td>
<td>A. Written summaries to be reviewed by Preceptor. Document in notebook.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Prepare an accurate employee schedule for one week with appropriate staffing. Describe the issues and concern with staff scheduling.</td>
<td>B. Schedule to be evaluated by Preceptor and implemented. Document in notebook.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>C. Policy or procedure to be approved by Preceptor. Document in notebook.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Competencies/Learning Outcomes for Dietetic Internship Programs – MANAGEMENT ROTATION

<table>
<thead>
<tr>
<th>ACEND Competencies/Learning Outcomes</th>
<th>Rotation Experience</th>
<th>Rotation Evaluation Strategy</th>
<th>Evaluation: E/S</th>
<th>Week Project Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.</td>
<td>C. Prepare or revise one policy or procedure and oversee the implementation, or if no revision/development is needed, describe the procedure for changing or introducing a new policy to the department and hospital-wide.</td>
<td>A. Audit to be evaluated by Preceptor. Document in notebook.</td>
<td>A</td>
<td>C</td>
</tr>
</tbody>
</table>
## Competencies/Learning Outcomes for Dietetic Internship Programs – MANAGEMENT ROTATION

<table>
<thead>
<tr>
<th>CRDN 4.6</th>
<th>Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.</th>
<th>A. Review and summarize current practices for reduction in waste. Propose a new practice to promote sustainability, reduce waste or protect the environment, discuss implementation.</th>
<th>A. Written summaries to be reviewed by Preceptor. Document in notebook.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRDN 4.7</td>
<td>Conduct feasibility studies for products, programs or services with consideration of costs and benefits.</td>
<td>A. Select a piece of capital equipment; write purchasing specifications and justification using organization's policies. Include delivery, installation, training, and prevention maintenance schedule for one piece of new foodservice equipment. B. Select a work area and evaluate for layout, flow, and safety. Create a diagram that visually represents the current area. Present a redesign to improve the layout, flow, and/or safety taking into account costs and benefits of the proposed changes.</td>
<td>A. Report and specifications to be evaluated by Preceptor. Document in notebook. B. Diagram to be approved by Preceptor. Document in notebook.</td>
</tr>
<tr>
<td>CRDN 4.8</td>
<td>Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.</td>
<td>A. Review or develop a plan for a new or expanded service including budget, staffing, equipment, supplies, and ROI.</td>
<td>A. Report to be evaluated for accuracy by Preceptor. Document in notebook.</td>
</tr>
<tr>
<td>CRDN 4.10</td>
<td>Analyze risk in nutrition and dietetics practice. NEW</td>
<td>A. Review and summarize employee safety programs for prevention of injury. How are injuries monitored? B. Review practices for identifying indicators for quality assurance and controlling diet restriction errors. How is this information used?</td>
<td>A. Written summary will be evaluated for accuracy by Preceptor. Document in notebook. B. Written summary will be evaluated for accuracy by Preceptor. Document in notebook.</td>
</tr>
</tbody>
</table>

**Definitions:** **Excellent:** Intern has **met and exceeded** the competency requirement and program expectations. **Satisfactory:** Intern has **met** the competency requirement and program expectations.  
*Competency statements are from the Accreditation Council for Education in Nutrition and Dietetics of The Academy of Nutrition and Dietetics, 2017 Accreditation Standards for Nutrition and Dietetic Internship Program (DI).*
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATION STANDARDS
DIETETIC INTERNSHIP PROGRAMS

Competencies/Learning Outcomes for Dietetic Internship Programs – MANAGEMENT ROTATION

**Student Practice Review Evaluation (SPRE)**

<table>
<thead>
<tr>
<th>ROTATION:</th>
<th>Management</th>
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</thead>
<tbody>
<tr>
<td>SITE:</td>
<td></td>
</tr>
<tr>
<td>SPRE Committee Members:</td>
<td></td>
</tr>
<tr>
<td>DIETETIC INTERN (Student):</td>
<td></td>
</tr>
</tbody>
</table>

**SIGNATURES**

<table>
<thead>
<tr>
<th>Dietetic Intern:</th>
<th>Preceptor:</th>
<th>Faculty Supervisor:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week No.** ___ Date____</td>
<td>Week No.** ___ Date____</td>
<td>Week No. ___ Date____</td>
<td></td>
</tr>
</tbody>
</table>

**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:*
Dietetic Intern Evaluation Form for Management

Dietetic Intern

Preceptor

Rotation Management

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

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

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

   Upon completion of the program, graduates are able to:

<table>
<thead>
<tr>
<th>CRDN 1.1</th>
<th>Select indicators of program quality and/or customer service and measure achievement of objectives.</th>
</tr>
</thead>
</table>
| Rotation Experience | A. Review institution's Standards of Care. Discuss Standards of Care with Preceptor(s) during rotation.  
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. **Any medical chart entry requires a co-signature of a Registered Dietitian.** |
| Rotation Evaluation Strategy | A. Performance evaluation by Preceptor to include adherence to Standards of Care.  
B. Preceptor to evaluate for presence of measurable outcomes in documentation. Provide at least three examples of documentation at each evaluation visit. |

<table>
<thead>
<tr>
<th>CRDN 1.2</th>
<th>Apply evidence-based guidelines, systematic reviews and scientific literature.</th>
</tr>
</thead>
</table>
| Rotation Experience | A. Prepare ten case reports. Include references for at least the background research and rationale of diet sections.  
B. Describe the purpose and reference range of labs that correlate with the ten case reports. Include the implications of abnormal lab values. Explain medical procedures associated with the ten case reports.  
C. Prepare a summary of the drug name (brand & generic), classification, mechanism of action, and potential nutrient interactions of common medications associated with the ten case report. Include at least 5 drugs per case study. Include references in summary. |
| Rotation Evaluation Strategy | A. Case reports to be reviewed by Preceptor. Document in notebook.  
B. Outline to be reviewed by Preceptor and Faculty Supervisor. Document in notebook.  
C. Summary to be reviewed by Preceptor and Faculty Supervisor. Document in notebook. |

<table>
<thead>
<tr>
<th>CRDN 1.4</th>
<th>Evaluate emerging research for application in nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rotation Experience</td>
<td>A. Conduct needs assessment among dietitians and research topic to present to dietetic staff.</td>
</tr>
<tr>
<td>Rotation Evaluation Strategy</td>
<td>A. Performance to be evaluated by Preceptor. References to be</td>
</tr>
</tbody>
</table>
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATION STANDARDS
DIETETIC INTERNSHIP PROGRAMS

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

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<th>Evaluation: E/S</th>
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</tr>
</thead>
<tbody>
<tr>
<td>CRDN 1.6 Incorporate critical-thinking skills in overall practice. NEW</td>
<td>B. Document a time when you had to use critical thinking skills or problem solving skills in relation to patient care to achieve a desired outcome.</td>
<td>A. Document example(s) in notebook. Critical thinking skills evaluated by Preceptor.</td>
<td></td>
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</tbody>
</table>

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

Upon completion of the program, graduates are able to:

<table>
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</thead>
<tbody>
<tr>
<td>CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.</td>
<td>A. Read and examine Code of Ethics for the Profession of Dietetics. B. Model acceptable professional behavior throughout experience.</td>
<td>A. Signed statement indicating understanding and agreement to these principles. B. Preceptor and Faculty Supervisor evaluate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 2.2 Demonstrate professional writing skills in preparing professional communications. (Tip: Examples include research manuscripts, project proposals, education materials, policies and procedures)</td>
<td>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.</td>
<td>A. Final product or recommendations to be approved by Preceptor. Document in notebook.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 2.3 Demonstrate active participation, teamwork and contributions in a group setting.</td>
<td>A. Document active participation with physicians and health care team members. Summarize your contributions and impact thereof.</td>
<td>A. Participation to be evaluated by preceptor. Written summary evaluated by Preceptor and Faculty Supervisor.</td>
<td></td>
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</tr>
<tr>
<td>CRDN 2.4 Function as a member of interprofessional teams.</td>
<td>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.</td>
<td>A. Performance to be evaluated by Preceptor. Provide at least one example in notebook. B. Performance to be evaluated by Preceptor. Provide at least</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Competencies/Learning Outcomes for Dietetic Internship Programs – MEDICAL NUTRITION THERAPY ROTATION

<table>
<thead>
<tr>
<th>CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Attend orientation (or schedule meetings with departments listed below) and describe 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.</td>
</tr>
</tbody>
</table>
| • Nursing  
• Pharmacy  
• Patient Education Department  
• Respiratory Therapy  
• Physical Therapy  
• Speech Therapy  
• Infection Control  
• Social Services  
• Laboratory Services |
| **B.** Demonstrate process of referral. Document referral following procedures of facility. |

<table>
<thead>
<tr>
<th>CRDN 2.7 Apply leadership skills to achieve desired outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Coordinate project, implement or follow through, evaluate outcome, and make future recommendations.</td>
</tr>
</tbody>
</table>

### Rotation Experience

<table>
<thead>
<tr>
<th>Rotation Evaluation Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Performance and leadership skills documented and evaluated by Preceptor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRDN 2.8 Demonstrate negotiation skills. (Tip: Demonstrating negotiating skills includes showing assertiveness when needed, while respecting life experiences, cultural diversity and</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Demonstrate assertiveness and negotiation skills with medical personnel or health care team members to justify (evidence-based) nutritional recommendations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rotation Evaluation Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Performance to be evaluated by Preceptor. Provide at least one example in notebook.</td>
</tr>
</tbody>
</table>
### Competencies/Learning Outcomes for Dietetic Internship Programs – MEDICAL NUTRITION THERAPY ROTATION

<table>
<thead>
<tr>
<th>Education background of the other parties.</th>
<th>CRDN 2.9 Participate in professional and community organizations (Examples: SIDA, IDA, &amp; The Academy)</th>
<th>CRDN 2.10 Demonstrate professional attributes in all areas of practice. (Tip: Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.)</th>
<th>CRDN 2.11 Show cultural competence/sensitivity in interactions with clients, colleagues and staff.</th>
<th>ACEND Competencies/Learning Outcomes</th>
<th>Rotation Experience</th>
<th>Rotation Evaluation Strategy</th>
<th>Evaluation: E/S</th>
<th>Week Project Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Attend and participate in at least two</td>
<td>A. Summarize learning outcomes from the sessions attended.</td>
<td>A. Demonstrate cultural competency through</td>
<td>Rotations</td>
<td>A. Define learning outcomes</td>
<td>B. Evaluate learning outcomes</td>
<td>C. Evaluate learning outcomes</td>
<td>D. Evaluate learning outcomes</td>
</tr>
<tr>
<td></td>
<td>dietetic continuing education programs offered at the local, regional, state, or national level.</td>
<td>Explain how these meetings/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.</td>
<td>appropriate education provided to patients and/or medical staff.</td>
<td>Evaluation Strategy</td>
<td>E/S</td>
<td>Project Completed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. ________________________________</td>
<td>2. ________________________________</td>
<td>A. Performances to be evaluated by Preceptor. Document in notebook.</td>
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<tr>
<td></td>
<td></td>
<td>A. Performances to be evaluated by Preceptor. Provide at least one example in notebook.</td>
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<td>C. Performances to be evaluated by Preceptor.</td>
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<td></td>
<td>D. Performances to be evaluated by Preceptor. Document in notebook.</td>
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</tbody>
</table>

**ACEND Competencies/Learning Outcomes**

- **CRDN 2.9** Participate in professional and community organizations (Examples: SIDA, IDA, & The Academy)
  - A. Attend and participate in at least two dietetic continuing education programs offered at the local, regional, state, or national level.
    - 1. ________________________________
    - 2. ________________________________
  - A. Summarize learning outcomes from the sessions attended. Explain how these meetings/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.

- **CRDN 2.10** Demonstrate professional attributes in all areas of practice. (Tip: Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.)
  - 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.
  - C. Using the standards of care, demonstrate ability to complete a nutrition assessment, identify nutrition diagnosis, and appropriately prioritize patients' nutritional needs.
  - D. Demonstrate good time management skills, work prioritization, and work ethic throughout rotation experience.
  - A. Definitions to be evaluated by Preceptor. Document in notebook.
  - B. Performance to be evaluated by Preceptor. Provide at least one example in notebook.
  - C. Performance to be evaluated by Preceptor.
  - D. Performance to be evaluated by Preceptor. Document in notebook.

- **CRDN 2.11** Show cultural competence/sensitivity in interactions with clients, colleagues and staff. NEW
  - A. Demonstrate cultural competency through appropriate education provided to patients and/or medical staff.
  - A. Performances to be evaluated by Preceptor. Provide at least one example in notebook.
### Competencies/Learning Outcomes for Dietetic Internship Programs – MEDICAL NUTRITION THERAPY ROTATION

<table>
<thead>
<tr>
<th>ACEND Competencies/Learning Outcomes</th>
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<th>Evaluation: E/S</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>CRDN 2.12</strong> Perform self-assessment and develop goals for self-improvement throughout the program.</td>
<td>A. At each of the three evaluation visits, be prepared to describe your professional strengths, weaknesses, and areas needing more attention or direction (self-assessment).</td>
<td>A. Self-evaluation to be reviewed with intern by Preceptor and Faculty Supervisor.</td>
<td></td>
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</tr>
<tr>
<td><strong>CRDN 2.13</strong> Prepare a plan for professional development according to Commission on Dietetics Registration guidelines.</td>
<td>A. Write a sample goal for your CDR Professional Development Dietetic Portfolio (self-assessment).</td>
<td>A. Evaluated by Preceptor and Faculty Supervisor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CRDN 2.15</strong> Practice and/or role-play mentoring and precepting others. NEW</td>
<td>B. Write a post-rotation description that includes what the next intern can do to be successful in the rotation and how best the intern should prepare for the rotation. C. Choose 3 competencies which you thought were the most difficult to meet and describe in a report how you completed them. Report should include what the next intern can do to be successful at meeting the competency and how best the intern should prepare for the competency.</td>
<td>C. Evaluated by Preceptor and Faculty Supervisor. D. Evaluated by Preceptor and Faculty Supervisor</td>
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</tr>
</tbody>
</table>
**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:

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</tr>
</thead>
<tbody>
<tr>
<td><strong>CRDN 3.1</strong> Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.</td>
<td>A. Interpret information in the medical record, including the laboratory findings and diagnostic procedures for patients with a variety of diseases. B. Document assessments according to institutional policy. Evaluate patient's nutritional status and follow-up appropriately with physician. <em>Any medical chart entry requires a co-signature of a Registered Dietitian.</em> C. For dietary assessment, utilize a variety of methods to analyze dietary and/or nutrient intake, e.g., ADA exchanges, My Pyramid, nutrient tables. D. Utilize appropriate interviewing techniques to obtain the patient's dietary (use appropriate dietary assessment method), social and medical history. 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.</td>
<td>A. Performance to be evaluated by Preceptor. B. Preceptor to evaluate for presence of measurable outcomes in documentation. Provide at least three examples of documentation at each evaluation visit. C. Performance to be evaluated by Preceptor. Provide copies of examples to demonstrate using a variety of methods. Document in notebook. D. Performance to be evaluated by Preceptor. E. Performance to be evaluated by Preceptor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CRDN 3.1</strong> Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.</td>
<td>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</td>
<td>F. Performance to be evaluated by Preceptor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Competencies/Learning Outcomes for Dietetic Internship Programs – MEDICAL NUTRITION THERAPY ROTATION

<table>
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</thead>
</table>
| CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings. | I. Prepare ten case reports. Each report is to include a nutrition care plan with supporting documentation for the plan. The following are predetermined cases to cover:  
- Enteral nutrition support  
- Parenteral nutrition support  
- Cardiovascular disease  
- Renal disease  
- Type 1 Diabetes  
- Overweight/Obesity Secondary to Type 2 Diabetes  
- GI Disease  
- Multi-system organ failure, trauma, Liver Disease or Pancreatic Dysfunction | G. Performance to be evaluated by Preceptor  
H. Performance to be evaluated by Preceptor | | |
### SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
### ACCREDITATION STANDARDS
### DIETETIC INTERNSHIP PROGRAMS

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

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</table>
| **CRDN 3.2 Conduct nutrition focused physical exams. NEW** | L. Select, implement, and evaluate standard enteral and parenteral nutrition regimens for assigned patients to meet nutritional requirements.  
M. Provide full coverage for nutritional care services for a clinical unit for two weeks. | L. Reports to be approved by Preceptor. Document at least three examples in notebook.  
M. Performance to be evaluated by Preceptor. Document in notebook. | | |
| **CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings. (Tip: Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.)** | A. Conduct NFPE on patients according to facility’s procedures. Explain the importance of NFPE, which includes documentation of muscle mass wasting and subcutaneous fat loss when diagnosing malnutrition of hospitalized patients. | A. Performance to be evaluated by preceptor. Document at least three examples in notebook. | | |

- **Cancer**
- **Malnutrition related to Pulmonary Disease (if possible)**

**J.** Participate in calorie counts or institution's procedures for monitoring patients' intakes.

**K.** 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.

**J.** Performance to be evaluated by Preceptor.

**K.** Reports to be approved by Preceptor. Document in notebook.
## Competencies/Learning Outcomes for Dietetic Internship Programs – MEDICAL NUTRITION THERAPY ROTATION

<table>
<thead>
<tr>
<th>CRDN 3.4</th>
<th>Design, implement and evaluate presentations to a target audience. (Tip: A quality presentation considers life experiences, cultural diversity and educational background of the target audience.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Complete a needs assessment, plan, prepare, present, and evaluate a minimum 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.</td>
</tr>
<tr>
<td>B.</td>
<td>Utilize a variety of educational techniques for nutrition instruction including foods or models, demonstration, posters, and/or other visuals.</td>
</tr>
<tr>
<td>C.</td>
<td>Evaluate a minimum of three educational presentations using the Oral Presentation Checklist.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRDN 3.6</th>
<th>Use effective education and counseling skills to facilitate behavior change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>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.</td>
</tr>
<tr>
<td>B.</td>
<td>Prepare ten case reports. Each report is to include a summary of any counseling, education, or intervention. (See1.2, 3.1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRDN 3.8</th>
<th>Deliver respectful, science-based answers to consumer questions concerning emerging trends.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>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.</td>
</tr>
<tr>
<td>A.</td>
<td>Performance to be evaluated by Preceptor. Provide at least one example in notebook.</td>
</tr>
</tbody>
</table>
**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE**
**ACCREDITATION STANDARDS**
**DIETETIC INTERNSHIP PROGRAMS**

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

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:

<table>
<thead>
<tr>
<th>ACEND Competencies/Learning Outcomes</th>
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<th>Rotation Evaluation Strategy</th>
<th>Evaluation: E/S</th>
<th>Week Project Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRDN 4.3</strong> Conduct clinical and customer service quality management activities.</td>
<td>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.</td>
<td>A. Final report approved by Preceptor. Document in notebook.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CRDN 4.5</strong> Analyze quality, financial or productivity data for use in planning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CRDN 4.4</strong> Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.</td>
<td>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?) Provide this information in as many of the ten case reports as possible (minimum of 3). 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 (minimum of 3).</td>
<td>A. Report to be evaluated by Preceptor. Document in notebook.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CRDN 4.9</strong> Explain the process for coding and bill for nutrition and dietetic services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.</td>
<td>A. Describe current key political, legislative, and economic factors affecting medical nutrition therapy. B. Discuss the process of payment/reimbursement for medical nutrition therapy inpatient and outpatient (if applicable) services at your facility</td>
<td>A. Report to be evaluated by Preceptor. Document in notebook.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Definitions:**
**Excellent:** Intern has met and exceeded the competency requirement and program expectations. **Satisfactory:** Intern has met the competency requirement and program expectations.
### MEDICAL NUTRITION THERAPY ROTATION

**RECORD EACH CASE STUDY BELOW.**

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

<table>
<thead>
<tr>
<th>Case Study</th>
<th>Date Completed</th>
<th>Evaluation: E/S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Enteral nutrition support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Parenteral nutrition support</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Cardiovascular Disease**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Renal disease**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Type 1 Diabetes**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Overweight/Obesity* Secondary to Type 2 Diabetes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. GI Disease**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Multi-system organ failure, trauma, liver disease or pancreatic dysfunction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Cancer**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Malnutrition related to pulmonary disease** (if possible)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Competency statements are from the Accreditation Council for Education in Nutrition and Dietetics of The Academy of Nutrition and Dietetics, 2017 Accreditation Standards for Nutrition and Dietetic Internship Program (DI).**

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

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poise</td>
<td>Confident &amp; enthusiastic</td>
<td>At ease</td>
<td>Self-conscious &amp; nervous</td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Direct eye contact with audience; does not use notes</td>
<td>Often makes eye contact with audience/or uses notes occasionally</td>
<td>Avoids eye contact with audience &amp;/or reads from notes</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Includes Introduction &amp; states purpose of presentation. Uses an effective and appropriate attention-getting device. Is clearly well organized.</td>
<td>States purpose of presentation &amp; includes introduction. Generally well organized, but sequence of topics not always logical.</td>
<td>No introduction &amp;/or brief explanation of purpose of presentation. Presentation unfocused &amp; reported in disorganized manner.</td>
<td></td>
</tr>
<tr>
<td>Subject Knowledge</td>
<td>Evident throughout. All information clear, appropriate, &amp; correct.</td>
<td>Subject knowledge evident; information clear, appropriate, &amp; correct.</td>
<td>Some knowledge is evident; some is confusing, incorrect, or flawed.</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>No misspellings or grammatical errors</td>
<td>1-2 misspellings or grammatical errors</td>
<td>≥3 misspellings or grammatical errors</td>
<td></td>
</tr>
<tr>
<td>Instructional Media Communication Tools</td>
<td>Integrates high quality, appropriate media into presentation. If PowerPoint slides are used, backgrounds look good with chosen font styles &amp; colors. Fonts large, graphics enhance key points.</td>
<td>Visual aids are used. If PowerPoint slides are used, backgrounds look good with chosen font styles &amp; colors. Fonts smaller, content more crowded than desirable; graphics do not enhance understanding.</td>
<td>Occasional use of visual aids, however they barely support the presentation. If PowerPoint slides are used, backgrounds clash with font color &amp; style or no backgrounds chosen. Font too small, key points lost in excessive text. Speaker reads directly from slides or monitor. Graphics frequently inappropriate or unrelated to content.</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Topic well developed &amp; clearly supported with accurate &amp; appropriate data. Demonstrated of full knowledge of subject.</td>
<td>Topic fairly well developed but somewhat lacking in depth. Speaker somewhat uncomfortable with subject manner.</td>
<td>Topic poorly developed &amp; lacks accurate, appropriate support. Speaker does not grasp subject matter.</td>
<td></td>
</tr>
<tr>
<td>Delivery Style</td>
<td>Professional appearance &amp; demeanor. Uses clear voice &amp; correct, precise pronunciation of terms. Presentation can be clearly heard. Good voice control, speaker appears very comfortable &amp; practiced. Exhibits enthusiasm for topic.</td>
<td>Appearance &amp; demeanor generally appropriate, but lack professionalism. Voice is clear, most words are pronounced correctly. Presentation can be heard clearly. Steady rate of speech, speaker appears practiced. Average enthusiasm for topic.</td>
<td>Appearance &amp; demeanor not professional &amp; inappropriate for presentation. Mumbles or speaks too low, incorrectly pronounces terms. Hearing the presentation is difficult, uneven rates of speech, little expression. Speaker appears uncomfortable, flat affect indicating disinterest in topic.</td>
<td></td>
</tr>
<tr>
<td>Audience Participation</td>
<td>All members of the audience were able to participate</td>
<td>Only some members of the audience could participate</td>
<td>No audience participation was included</td>
<td></td>
</tr>
</tbody>
</table>
Guidelines for Clinical Nutrition Case Studies

I. REVIEW OF MEDICAL LITERATURE
   A. Pathophysiology
      1. Define disease, explain primary disease process.
      2. Discuss usual etiology or occurrence of disease; give morbidity and mortality statistics if available.
      3. Prognosis - discusses prognosis for disease and prognosis for patient.
      4. Summarize symptoms of disease and correlate with symptoms in patient.
      5. Identify significant lab values: discuss lab abnormalities associated with the disease and correlate labs of patient with normal lab values.
      6. Treatment – discuss usual surgical/medical treatment for the disease and the treatment planned for or completed by the patient (include procedure, purpose, outcome, pictures if available).
      7. Medications – discuss pertinent medications prescribed for the primary diagnosis and explain potential side effects impacting nutritional status.

   B. Nutritional Implications in the Disease
      1. Discuss rationale for dietary modifications and recommended diet order; discuss how dietary modifications is an intervention strategy for the disease.

II. DISCUSSION OF PATIENT CASE STUDY
   A. Nutrition Assessment Data
      1. Client History
         ▪ Personal History – present general information about the patient: use initials to identify patient, specify age, gender, race, and ethnicity, if appropriate.
         ▪ Health History & Surgical Treatment – patient, family medical/health history; history of surgical treatment.
         ▪ Social History – Housing, economic, psychological, religion or religious preferences, occupation, geography, and stress background of patient as it relates to primary diagnosis; social/medical support
      2. Anthropometrics – Ht, wt, wt changes, BMI/IBW %, etc.
      3. Biochemical data, medical tests, & procedures - correlate labs, medical tests/procedures of patient with normal values.
      4. Nutrition-Focused Physical Findings – present significant findings from physical exam and other related data.
      5. Food/Nutrition Related History
         ▪ Food/Nutrient Intake - include diet history with typical diet followed at home, average intake, diet order at admission, and or intake since admission, etc.
         ▪ Medications & herbal supplements – those taken at home and hospital; possible interactions
         ▪ Knowledge/beliefs/attitudes - related to food and nutrition
         ▪ Behavior – related to food and health
         ▪ Access to food and related supplies
      6. Physical Activity History
      7. Comparative Standards (may be mixed in throughout other assessment information) – estimated energy/protein needs, wt standards, etc
      8. Secondary diagnoses for this admission; other medical problems listed
      9. Briefly review hospital course
Competencies/Learning Outcomes for Dietetic Internship Programs – MEDICAL
NUTRITION THERAPY ROTATION

B. Nutrition Diagnosis
   1. Using standardized language determine appropriate nutrition diagnoses (include the problem, etiology, and signs/symptoms in the PES statement). You will need at least one. Be sure to use NCP terminology.

C. Nutrition Intervention
   1. Nutrition Prescription – What was your “prescription” or the overall recommendations for the patient? Include the patient’s individualized recommendations for energy, specific foods or nutrients, based on current reference standards and guidelines and the patient’s health condition and nutrition diagnosis.
   2. Describe and justify (cite references/evidence that supports and/or validates) the intervention strategies used, proposed, and/or recommended. Discuss and compare any differences you find between what was done and what is recommended for the nutrition diagnosis and/or disease state. Include items such as:
      a. Food and/or nutrient delivery modifications or recommendations
      b. Nutrition education or counseling – describe educational or counseling encounters; discuss patient’s knowledge and readiness to learn new information; what is the predicted adherence to the diet therapy.
      c. Coordination of care – discuss other professionals, institutions, or agencies that you collaborated and/or coordinated with and/or referred to during the patient’s nutrition care; discuss any discharge planning and transfer of nutrition care from one level or location of care to another.
   3. List goals that are patient-focused, measurable, achievable, and time-defined.
   4. Identify factors or influences that may prevent the intervention strategies from being successful
      a. Influences on food intake (i.e. swallowing problems, NPO for tests, etc)
      b. Ability to meet nutrition prescription
      c. Touch on any social, economic, psychological influences that might influence outcomes.

D. Nutrition Monitoring and Evaluation
   1. List specific indicators/measures that were or could have been monitored/evaluated to determine the progress of the patient. These should link back to the diagnoses, prescription, goals, intervention strategies, standards, or initial assessment findings.

III. SUMMARY:
   A. Summarize the prognosis of the patient and the effectiveness of the nutrition care plan.
   B. Discuss realistic/practical applications and recommendations for practice based on research.
   C. What would you do differently the next time you worked with a patient in a similar situation.

PRESENTATION DIRECTIONS:
- Prepare a PowerPoint presentation as outlined above. Make sure you avoid using any patient-identifying information protected by HIPAA.
- To cover the material adequately, presentations should be 30-40 minutes with an additional 5-10 minutes planned for questions.
- Include in-text citations on the appropriate slides, as well as a reference list at the end of the presentation. The SIU DI requires that you use the AMA referencing format.
  o In-text citations should be listed for all information on the slide, including pictures, tables, etc. If you use more than one reference for the information on the slide, each reference should be cited.
Competencies/Learning Outcomes for Dietetic Internship Programs – MEDICAL NUTRITION THERAPY ROTATION

- At least one reference cited needs to come from evidence-based guidelines, systematic reviews, and/or scientific literature.

  **Hint:** You might find help at the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, or National Guideline Clearinghouse web sites. For further assistance, use the SIU Morris Library Guide at [http://libguides.lib.siu.edu/citationresources](http://libguides.lib.siu.edu/citationresources).

- Submit a copy of your PowerPoint slides and the completed case study to your preceptor and DI Director before the presentation.

During rotation site visits, interns are expected to present the case studies to the Preceptor, DI coordinator, 1st 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 Preceptor and DI coordinator, to be accepted and signed off on.
Competencies/Learning Outcomes for Dietetic Internship Programs – MEDICAL NUTRITION THERAPY ROTATION

**Student Practice Review Evaluation (SPRE)**

**ROTATION:** Medical Nutrition Therapy

**SITE:**

**SPRE Committee Members:**

**DIETETIC INTERN (Student):**

<table>
<thead>
<tr>
<th><strong>SIGNATURES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dietetic Intern:</strong></td>
</tr>
<tr>
<td><strong>Preceptor:</strong></td>
</tr>
<tr>
<td><strong>Faculty Supervisor:</strong></td>
</tr>
<tr>
<td><strong>Other:</strong></td>
</tr>
</tbody>
</table>

**Week No.** Week No.** Week No.

**Date** Date Date

**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:
### Dietetic Intern Evaluation Form for MNT

<table>
<thead>
<tr>
<th>Competency Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td>This candidate has met and exceeded the competencies in the time allowed in the <em>clinical</em> 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.</td>
</tr>
<tr>
<td>II.</td>
<td>This candidate has met all the competencies, and given additional study/practice, should be able to function in the <em>clinical</em> 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 <em>clinical</em> area.</td>
</tr>
<tr>
<td>III.</td>
<td>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 <em>clinical</em> area.</td>
</tr>
</tbody>
</table>

**Preceptor:** ________________________________  **Date:** ________________________________

*I=A  
II=B  
III=C*
1. Scientific and Evidence Base of Practice: integration of scientific information and translation of research into practice.

Upon completion of the program, graduates are able to:

<table>
<thead>
<tr>
<th>ACEND Competencies/Learning Outcomes</th>
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<th>Rotation Evaluation Strategy</th>
<th>Evaluati on: E/S</th>
<th>Week Project Completed</th>
</tr>
</thead>
</table>
| **CRDN 1.1** Select indicators of program quality and/or customer service and measure achievement of objectives. | 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. Why are they important, how is it collected, what is done with the information after it is collected.  
B. Distinguish between outcomes and research. Where can outcomes and research data be found?  
C. 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. (See 5.4A) | A. Report to be evaluated by Preceptor and Faculty Supervisor. Document in notebook.  
B. Report evaluated by Preceptor and Faculty Supervisor. Document in notebook.  
C. Project evaluated by Preceptor and Faculty Supervisor. Document in notebook. | | |
| **CRDN 1.3** Justify programs, products, services and care using appropriate evidence or data. | A. Choose a nutrition program in your community that is different from your current agency 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. | A. Project evaluated by Preceptor and Faculty Supervisor. Document in notebook. | | |
| **CRDN 1.4** Evaluate emerging research for application in nutrition and dietetics practice. | A. Choose a current public health topic that is controversial and related to your community setting. Explain both sides of the controversy, backing up statements and arguments with scientific evidence. Be able to defend a position with supporting statements and why you chose this position. | A. Report to be evaluated by Preceptor and Faculty Supervisor. Document in notebook. | | |
### 2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.

Upon completion of the program, graduates are able to:

<table>
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<th>Week Project Completed</th>
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</thead>
</table>
| **CRDN 2.1** Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics. | A. Read and examine *Code of Ethics for the Profession of Dietetics.*  
B. Model acceptable professional behavior throughout experience. | A. Signed statement indicating understanding and agreement to these principles.  
B. Preceptor and Faculty Supervisor evaluate. | | |
| **CRDN 2.2** Demonstrate professional writing skills in preparing professional communications. (Tip: *Examples include* | A. Revise or develop brochures or educational materials for target population(s) of the facility. Explain how you evaluated the | A. Products evaluated by Preceptor and Faculty Supervisor. Document in notebook. | | |
### Competencies/Learning Outcomes for Dietetic Internship Programs – COMMUNITY PRACTICUM

<table>
<thead>
<tr>
<th>ACEND Competencies/Learning Outcomes</th>
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<th>Rotation Evaluation Strategy</th>
<th>Evaluation: E/S</th>
<th>Week Project Completed</th>
</tr>
</thead>
</table>
| **CRDN 2.3** Demonstrate active participation, teamwork and contributions in a group setting. | 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. (See 5.2A)  
B. Actively participate in health fair in the community and assist w/various screenings. Describe the activity and your participation. | A. Summary to be evaluated by Preceptor and Faculty Supervisor. Document in notebook.  
B. Summary to be evaluated by Preceptor and Faculty Supervisor. Document in notebook. | | |
| **CRDN 2.4** Function as a member of interprofessional teams. | 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. | | |
| **CRDN 2.6** Refer clients and patients to other professionals and services when needs are beyond individual scope of practice. | A. Create file and index of community services in notebook including addresses, phone numbers, and names of contact persons.  
B. Document how the nutritionist works with other health care team members in providing education and counseling.  
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 | A. Preceptor and Faculty Supervisor evaluate. Document in notebook.  
B. Preceptor and Faculty Supervisor evaluate. Document in notebook.  
C. Preceptor and Faculty Supervisor evaluate. Document at least five referrals in notebook. | | |

*research manuscripts, project proposals, education materials, policies and procedures*
## ACCREDITATION STANDARDS

### DIETETIC INTERNSHIP PROGRAMS

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

<table>
<thead>
<tr>
<th>CRDN 2.7 Apply leadership skills to achieve desired outcomes.</th>
<th><strong>Rotation Experience</strong></th>
<th><strong>Rotation Evaluation Strategy</strong></th>
<th><strong>Evaluation: E/S</strong></th>
<th><strong>Week Project Completed</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 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 no less than 3 days as a professional public health nutritionist, taking calls as the &quot;assistant&quot;. Record decisions that confronted you during the management experience. Document with written log.</td>
<td></td>
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</tr>
<tr>
<td>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. (See 5.2B)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Describe how you have displayed leadership skills in your rotation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ACEND Competencies/Learning Outcomes</strong></th>
<th><strong>Rotation Experience</strong></th>
<th><strong>Rotation Evaluation Strategy</strong></th>
<th><strong>Evaluation: E/S</strong></th>
<th><strong>Week Project Completed</strong></th>
</tr>
</thead>
</table>
| **CRDN 2.9 Participate in professional and community organizations. (Examples: SIDA, IDA, AHF & The Academy)** | A. Attend and participate in 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).  
1. _____________________________  
2. _____________________________  
3. _____________________________ | A. Summarize learning outcomes from the sessions attended. Explain how these meetings/ 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. | | |

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**CRDN 2.10** Demonstrate professional attributes in all areas of practice. (Tip: Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.)

| A. Demonstrate good time management skills, work prioritization, and work ethic throughout rotation experience.  
B. Give an example of a time when you displayed initiative and/or work prioritization in your rotation setting. | A. Performance to be evaluated by Preceptor.  
B. Summary evaluated by Preceptor and Faculty Supervisor. Document in notebook. |

**CRDN 2.11** Show cultural competence/sensitivity in interactions with clients, colleagues and staff. **NEW**

| A. 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. (See 5.4A)  
B. Summarize how awareness and sensitivity to various cultures and markets are demonstrated or practiced in the organization. | A. Project evaluated by Preceptor and Faculty Supervisor. Document in notebook.  
B. Summary evaluated by Preceptor and Faculty Supervisor. Document in notebook. |

**CRDN 2.12** Perform self-assessment and develop goals for self-improvement throughout the program.

| A. At each of the three evaluation visits, be prepared to describe your professional strengths, weaknesses, and areas needing more attention or direction (self-assessment). | A. Self-evaluation to be reviewed with intern by Preceptor and Faculty Supervisor. |

**CRDN 2.13** Prepare a plan for professional development according to Commission on Dietetics Registration guidelines.

| B. Write a sample goal for your CDR Professional Development Dietetic Portfolio (self-assessment). | B. Evaluated by Preceptor and Faculty Supervisor. |

**CRDN 2.14** Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.

| A. Recognize the impact of political, legislative, and economic factors on dietetic practice. i.e., 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.  
B. Participate in policy making related to health and nutrition services, programs, and projects in community rotation. State in | A. Documentation of selected activity reviewed by Preceptor and Faculty Supervisor.  
B. Summary evaluated by Preceptor and Faculty Supervisor. |
## Competencies/Learning Outcomes for Dietetic Internship Programs – COMMUNITY PRACTICUM

<table>
<thead>
<tr>
<th>CRDN 2.15</th>
<th>Practice and/or role-play mentoring and precepting others. NEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Write a post-rotation description that includes what the next intern can do to be successful in the rotation and how best the intern should prepare for the rotation.</td>
<td></td>
</tr>
<tr>
<td>E. Choose 3 competencies which you thought were the most difficult to meet and describe in a report how you completed them. Report should include what the next intern can do to be successful at meeting the competency and how best the intern should prepare for the competency.</td>
<td></td>
</tr>
<tr>
<td>E. Evaluated by Preceptor and Faculty Supervisor.</td>
<td></td>
</tr>
<tr>
<td>F. Evaluated by Preceptor and Faculty Supervisor</td>
<td></td>
</tr>
</tbody>
</table>

### 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:

<table>
<thead>
<tr>
<th>ACEND Competencies/Learning Outcomes</th>
<th>Rotation Experience</th>
<th>Rotation Evaluation Strategy</th>
<th>Evaluation: E/S</th>
<th>Week Project Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.</td>
<td>A. Screen a minimum of 5 clients and complete SOAP/ADIME notes/care plans. (See 5.1A)</td>
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</tr>
<tr>
<td></td>
<td>B. Write and present summary/case reports for the individuals from agencies, e.g. WIC, Head Start.</td>
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<tr>
<td></td>
<td>C. Evaluate the screening activities of the agency. Use agency form if available.</td>
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</tr>
<tr>
<td></td>
<td>A. Notes to be reviewed and approved by Preceptor.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>B. Summary reports evaluated by Faculty.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Evaluated by Preceptor and Faculty Supervisor. Document evaluation in notebook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings. (Tip: Formats)</td>
<td>A. Write at least two public service announcements for populations intended. (PSA’s for radio, TV, or newspaper; newsletter or internet articles). If</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>A. Products evaluated by Preceptor and Faculty Supervisor.</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>B. Document in notebook.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>C. Evaluated by Preceptor and Faculty Supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Competencies/Learning Outcomes for Dietetic Internship Programs – COMMUNITY PRACTICUM

<table>
<thead>
<tr>
<th>CRDN 3.4 Design, implement and evaluate presentations to a target audience. (Tip: A quality presentation considers life experiences, cultural diversity and educational background of the target audience.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Conduct a needs assessment for a specified topic/population and identify the gap in service, education, etc needed to create the presentation. Then plan, prepare, present, and develop an evaluation tool for your presentation. Evaluate the group’s pre- and post-learning of your topic. The educational methods, tools, and techniques used should be applicable to the particular audience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRDN 3.5 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Develop brochures or educational materials for target population(s) of the facility. State the reading level used and how you evaluated cultural sensitivity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management. (Tip: 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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. Develop a business plan that includes the cost of program or workshop.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRDN 3.8 Deliver respectful, science-based answers to consumer questions concerning emerging trends.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Effectively and appropriately answer questions posed by workshop attendees and preceptor(s).</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>ACEND Competencies/Learning Outcomes</th>
<th>Rotation Experience</th>
<th>Rotation Evaluation Strategy</th>
<th>Evaluation: E/S</th>
<th>Week Project Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRDN 4.4</strong> Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.</td>
<td>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. B. 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?</td>
<td>A. Rotation project, and other projects as assigned, evaluated by Preceptor and Faculty Supervisor. B. Summary evaluated by Preceptor and Faculty Supervisor.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Community emphasis competencies/learning outcomes.

Upon completion of the program, graduates are able to:

<table>
<thead>
<tr>
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<th>Week Project Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRDN 5.1</strong> Observe and evaluate nutrition and health care for diverse population groups across the lifespan.</td>
<td>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. (See 3.1A).</td>
<td>A. Performance evaluated by Preceptor</td>
<td></td>
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<tr>
<td><strong>CRDN 5.2</strong> Conduct community-based nutrition and health program outcome assessment/evaluation.</td>
<td>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. (See 2.3A)</td>
<td>A. Performance evaluated by Preceptor. B. Preceptor and Faculty Supervisor to evaluate student’s review, evaluation, and recommendations.</td>
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</tbody>
</table>
## Competencies/Learning Outcomes for Dietetic Internship Programs – COMMUNITY PRACTICUM

<table>
<thead>
<tr>
<th>ACEND Competencies/Learning Outcomes</th>
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<th>Week Project Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CRDN 5.3</strong> Compare and contrast community-based food and nutrition programs.</td>
<td>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.). <strong>Summarize</strong> 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.</td>
<td>A. Record evaluated by Preceptor and Faculty Supervisor.</td>
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<tr>
<td><strong>CRDN 5.7</strong> Consult with organizations regarding food access for target populations.</td>
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<tr>
<td><strong>CRDN 5.4</strong> Participate in needs assessment, nutrition surveillance and/or monitoring of target groups or communities.</td>
<td>A. 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. (See 1.1C and 2.11A)</td>
<td>A. Project evaluated by Preceptor and Faculty Supervisor. Document in notebook.</td>
<td></td>
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</tr>
</tbody>
</table>
### Competencies/Learning Outcomes for Dietetic Internship Programs – COMMUNITY PRACTICUM

<table>
<thead>
<tr>
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<th>Week Project Completed</th>
</tr>
</thead>
</table>
| **CRDN 5.5** Participate in community-based research. | A. Apply data to at least two situations in the community setting. Use data for at least one workshop and/or media event and/or for a rotation project.  
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. | A. Performance and projects evaluated by Preceptor and Faculty Supervisor.  
B. Summary evaluated by Preceptor and Faculty Supervisor. | | |
| **CRDN 5.6** Participate in nutrition and health policy development and evaluation based on community needs and resources | A. Identify specific agency activities (nutrition related) that support Year 2020 objectives.  
B. Develop strategies to meet identified specific agency activities that support Year 2020 objectives. | A. Documentation evaluated by Preceptor and Faculty Supervisor.  
B. Strategies evaluated by Preceptor and Faculty Supervisor. | | |
| **CRDN 5.8** Develop a health promotion/disease prevention intervention project. | 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. | A. Written lesson plans reviewed and approved by Preceptor prior to presentation. Performances evaluated by Preceptor. | | |
| **CRDN 5.9** 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. | A. Describe various lab tests performed in the community setting. What is measured? Why? What groups are at risk? How are clients counseled if risk factors are identified?  
B. Perform at least 2 of these tests on others or yourself. | A. Documentation evaluated by Preceptor and Faculty Supervisor.  
B. Evaluation by Faculty. | | |

**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.

*Competency statements are from the Accreditation Council for Education in Nutrition and Dietetics of The Academy of Nutrition and Dietetics, 2017 Accreditation Standards for Nutrition and Dietetic Internship Program (DI).*
Community Nutrition

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
- **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
  - 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
  - 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
- **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
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATION STANDARDS
DIETETIC INTERNSHIP PROGRAMS
Competencies/Learning Outcomes for Dietetic Internship Programs – COMMUNITY PRACTICUM
Outline for Analyzing Original Research Articles for Dietetic Internship Program at SIUC*

Guidelines for Reviewing

Here are some things you should consider as you review a journal article:

Look for the “intellectual plot-line” of the article. You can do this from first skimming through the manuscript. As you do this, ask the major questions that are central to the review process:

1. What is the purpose of this article?
2. Why is it important to investigate or examine the subject of the article?
3. How are the authors carrying out the task? Are their methods and comments appropriate and adequate to the task?
4. What do they claim to have found out? Are the findings clearly stated? How does this advance knowledge in the field?

How well do the authors place their findings or comments within the context of ongoing scholarly inquiry about this topic? Look at the organization of the article. Can you find answers to the above questions quickly and easily? Can you trace the logic consistently from the opening paragraphs to the conclusion?

Then go back to the opening paragraphs of the article. Is the groundwork adequately and clearly laid to guide readers into the topic that is being addressed? Is it clear what the authors are talking about? Do they make the case that this is an important area for inquiry or examination?

An early section of many articles is usually a review of the existing literature on this topic. Do the authors present a convincing line of argument here—or does it appear that they are just name-dropping (citing sources that may be important, without a clear underlying logic for how they may be important)? Do the authors focus on ideas, or merely on discrete facts or findings? Have they given sufficient attention to theory—the cumulative attempts at prior explanations for the questions they are investigating? In short: How well do the authors set the stage for the problem or issue that they are reporting?

Reviewers might consider four questions here:

1. Does the results section tell a story—taking the reader from the research questions posed earlier to their answers in the data? Is the logic clear?
2. Are the tables and figures clear and succinct? Can they be “read” easily for major findings by themselves, or should there be additional information provided? Are the authors’ tables consistent with the format of currently accepted norms regarding data presentation? Are the tables and/or figures necessary?
3. Do the authors present too many tables or figures in the form of undigested findings? Are all of them necessary in order to tell the story of this research inquiry; or can some be combined? Remember that tables and figures are very expensive and can take up a lot of space. Also remember that undigested data obscure rather than advance the cumulative development of knowledge in a field.
4. Are the results presented both statistically and substantively meaningful? Have the authors stayed within the bounds of the results their data will support?

The writing style is important. Consider the three guidelines for successful communication—to be clear, concise, and correct—and whether the authors have achieved it:

1. Is the writing clear? Do the authors communicate their ideas using direct, straightforward, and unambiguous words and phrases? Have they avoided jargon (statistical or conceptual) that would
SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
ACCREDITATION STANDARDS
DIETETIC INTERNSHIP PROGRAMS

Competencies/Learning Outcomes for Dietetic Internship Programs – COMMUNITY PRACTICUM

 interfere with the communication of their procedures or ideas? Have they clearly and satisfactorily explained the key concepts relevant to the article?
2. Is the writing concise? Are too many words or paragraphs or sections used to present what could be communicated more simply?
3. Is the writing correct? Many writers have only a rudimentary grasp of grammar and punctuation, and that results in meandering commas, clauses in complex sentences that are struggling to find their verbs, and adjectives or even nouns that remain quite ambiguous about their antecedents in the sentence. Does the article have a foreign accent, i.e., is it clear that a native speaker of English did not write it? These are not merely technical issues of grammar to be somehow dealt with by a copy-editor down the line. Rather they involve the successful communication of a set of ideas to an audience; and this is the basis of scholarship today.

Your evaluation (this is what you do in a real review): Should this paper be (a) rejected for this journal? or (b) does it show sufficient promise for revision, in ways that you have clearly demonstrated in your review, to encourage the authors to invest significant time and energy in revision for this journal? Your bottom-line advice to the editor is crucial. Make a decision; state it clearly in your remarks to the editor in the space provided. Remember that not all of the articles submitted to a journal will be published.

Some reasons to reject a manuscript (see impact factor list):

http://www.scijournal.org/medicine-journal-impact-factor-list.shtml

Most rejected articles do find a home in other journals.
1. The issues have already been addressed in prior studies;
2. The data have been collected in such a way as to preclude useful investigation;
3. The manuscript is not ready for publication—it is incomplete, in the improper format, or error-ridden.

Good Reviews and Bad Reviews

A good review is supportive, constructive, thoughtful, and fair. It identifies both strengths and weaknesses, and offers concrete suggestions for improvements. It acknowledges the reviewer's biases where appropriate, and justifies the reviewer's conclusions.

A bad review is superficial, nasty, petty, self-serving, or arrogant. It indulges the reviewer's biases with no justification. It focuses exclusively on weaknesses and offers no specific suggestions for improvement.

Adapted from:

https://facultystaff.richmond.edu/~rterry/NECTFL/How_to_Review_a_Journal_Article_NECTFL.pdf
### Student Practice Review Evaluation (SPRE)

**ROTATION:** Community Nutrition

**SITE:**

**SPRE Committee Members:**

**DIETETIC INTERN (Student):**

<table>
<thead>
<tr>
<th>S I G N A T U R E S</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week No.**___ Date___</td>
</tr>
<tr>
<td>Dietetic Intern:</td>
</tr>
<tr>
<td>Preceptor:</td>
</tr>
<tr>
<td>Faculty Supervisor:</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

**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:
Dietetic Intern Evaluation Form for Community

Dietetic Intern

Preceptor

Rotation 
Community Nutrition

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
# Presentation Rubric

**Intern:** ___________________________  **Rotation:** ___________________________  **Date:** ___________

<table>
<thead>
<tr>
<th>Category</th>
<th>1= low score</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5= high score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and organization: carefully planned and organized</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Introduction of inservice/presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Objectives of inservice/presentation clearly stated/described</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Objectives were met</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Visual aids supported objectives of presentation and were clear, concise, easy to read, and appropriate for audience</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Verbal communication: spoke clearly and slowly with enthusiasm, information presented was clear</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Ability to correctly answer questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Conclusion/summary signaled</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Inservice/presentation was presented in a logical sequence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Inservice/presentation was presented in a creative manner</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Non-verbal communication (eye contact, confidence, discerns audience receptiveness and adjust accordingly)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**General Comments (strength and area of improvement):**

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

**Preceptor Signature:** ___________________________
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.

| Name: | 
| Complete form and Mail (postmark) by: | 

Circle appropriate Rotation: CLINICAL MANAGEMENT COMMUNITY

Postmark Deadline

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108
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.

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

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

<table>
<thead>
<tr>
<th>Name of Faculty Supervisor:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name or Rotation Site</td>
<td></td>
</tr>
<tr>
<td>(Institution &amp; Location):</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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
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.

NAME: ____________________________________________________________

DATE: ____________________________________________________________

I completed this assessment tool (check appropriate box):

☐ Before coursework

☐ Before practicum

☐ After practicum

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

- Knowledge of the principles and practice of nutrition throughout the life cycle
  - normal nutrition
  - therapeutic nutrition
  - meal planning, food selection, preparation, processing and service for individuals and groups

- Knowledge of human behavior, particularly health and diet-related behaviors

- Knowledge of techniques for effecting behavior change

- Skill in process of interviewing and counseling

- Knowledge of the cultures and life styles of ethnic and socioeconomic groups represented in the community

- Knowledge and skill in nutrition assessment techniques:
  - anthropometrics
  - biochemical
  - clinical
  - dietary
  - socioeconomic
Evaluations

- Skill in the interpretation and use of data from nutrition assessment for:
  - individuals
  - populations

II. Communication

- Skill in communicating scientific information at levels appropriate for different audiences, both orally and in writing:
  - consumers/public
  - health professionals
  - the media

- Skill in using various communication channels and working with the media:
  - printed media (newspapers, magazines, newsletters)
  - radio
  - films/video
  - television

- Knowledge of methods to outreach to prospective clients to enhance their participation in health and nutrition programs

- Knowledge of the principles of social marketing for use in health and nutrition programs

- Skill in negotiation and use of group process techniques (brainstorming, focus groups, nominal group process) to achieve goals and objectives

- Skill in participating effectively as a member of agency and/or community boards, committees, and task forces

- Skill in using the consultation process

III. Public Health Science and Practice

- Knowledge and understanding of the epidemiologic approach to measure and describe health and nutrition problems in the community

- Knowledge of biostatistics, including principles of:
  - data collection and management
  - statistical analysis and inferences
  - computer applications for data compilation and analyses

- Knowledge of research design and methodology

- Skill in interpreting research and its implications for the practice of public health and nutrition

- 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

- 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
- 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

- Knowledge of current and emerging public health and nutrition problems
  - Expert 1 2 3 4 5
- Skill in identifying economic and societal trends which have implications for the health and nutritional status of the population
  - Expert 1 2 3 4 5
- Knowledge of the political considerations involved in agency planning and decision making
  - Expert 1 2 3 4 5
- Knowledge of the legislative base for public health and public health nutrition programs
  - Expert 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
  - Expert 1 2 3 4 5
- Knowledge of the purposes, function, and politics of organizations in the community which influence nutrition and health
  - Expert 1 2 3 4 5
- Skill in participating in organized advocacy efforts for health and nutrition programs
  - Expert 1 2 3 4 5

Thank you for your input!
Optional Intern Evaluation Form

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.

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

Comments:
### II. ADAPTABILITY

<table>
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<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. Shows poise and confidence in new or stressful situations</td>
<td></td>
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<tr>
<td>2. Seeks new and better ways of doing things</td>
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<tr>
<td>3. Applies common sense to solving of a problems</td>
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<tr>
<td>4. Is flexible in approach to patient care</td>
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Comments:

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### III. PROFESSIONAL JUDGMENT

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<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
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</thead>
<tbody>
<tr>
<td>1. Maintains high standards of performance and ethics</td>
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<tr>
<td>2. Evaluates own strengths and weaknesses</td>
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<tr>
<td>3. Does not divulge privileged information</td>
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<tr>
<td>4. Accepts responsibility for continuing development of personal competence</td>
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</table>

Comments:

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### IV. RESPONSIBILITY

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<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
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<tbody>
<tr>
<td>1. Is not reluctant to assume responsibility</td>
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<tr>
<td>2. Takes responsibility for decisions made</td>
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<tr>
<td>3. Is dependable; keeps his or her word</td>
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<tr>
<td>4. Seeks advice when needed</td>
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Comments:
## Evaluations

### V. Communication Skills

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<tbody>
<tr>
<td>1.</td>
<td>Writes clearly and concisely</td>
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<tr>
<td>2.</td>
<td>Speaks articulately and effectively</td>
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<tr>
<td>3.</td>
<td>Practices good listening skills</td>
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<tr>
<td>4.</td>
<td>Recognizes when oral or written communication would be most effective</td>
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Comments:

### VI. Personal Relationships

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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Cooperates with others—is not a “lone wolf”</td>
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<tr>
<td>2.</td>
<td>Is tactful, courteous and considerate</td>
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<tr>
<td>3.</td>
<td>Is open-minded—avoids undue criticism</td>
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<td>4.</td>
<td>Accepts personality differences</td>
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Comments:

### VII. Patient Rapport

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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Transmits a feeling of warmth and kindness</td>
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<tr>
<td>2.</td>
<td>Initiates and maintains meaningful communication</td>
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<td>3.</td>
<td>Responds supportively to patient’s needs and feelings</td>
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<tr>
<td>4.</td>
<td>Relates well to persons with different cultural and economic backgrounds</td>
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</table>

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: __________________________________________
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.

<table>
<thead>
<tr>
<th>Name, Credentials* (if applicable), Title, &amp; Role in DI Program**</th>
<th>Summary of Professional Work Experiences</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

*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 Duties

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 work with professional and/or non-professionals, preparation of educational materials)
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 the nutrition and dietetics profession

- 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 wanting more information about rotation sites.

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 each lead-in topic listed below. Use boldface type for each of these. Provide information related to each topic.

- 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)
### How I Completed Competencies

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

<table>
<thead>
<tr>
<th>Rotation:</th>
<th>Management</th>
<th>Clinical</th>
<th>Community</th>
</tr>
</thead>
</table>

| Facility name & location: | |

<table>
<thead>
<tr>
<th>Competency Number &amp; Letter:</th>
<th>What I did</th>
</tr>
</thead>
<tbody>
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I, ______________________, hereby authorize Southern Illinois University Carbondale to contact my first employer after completing the Dietetic Internship and Master of Science program for the purpose of obtaining information as to the dates of my employment, job duties, and quality of my performance. Furthermore, I authorize my first employer to release any and all information relating to my employment with them to Southern Illinois University Carbondale. I further release and hold harmless both Southern Illinois University Carbondale and ______________________ from any and all liability that may potentially result from the release and/or use of such information. I understand that any information released by my prior employer will be held in confidence, that it will be viewed only by those involved in the evaluation and continued improvement of the Southern Illinois University Carbondale Dietetic Internship and Master of Science program, and that neither I nor anyone else not so involved will have the right to see the information.

_________________________  ______________________  _______________________  
Signature                  Email                  Date (April 27, 2018)
Procedure for Complaints Against Accredited Programs

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) has established a process for reviewing complaints against accredited programs in order to fulfill its public responsibility for assuring the quality and integrity of the educational programs that it accredits. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited or approved program to ACEND. However, the ACEND board does 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 acts only upon a signed allegation that the program may not be in compliance with the accreditation standards or policies. The complaint must be signed by the complainant. Anonymous complaints are not considered.

1. ACEND staff forwards all written complaints to the ACEND chair within three weeks of receipt of the complaint. If the complainant, requests to remain anonymous to the program, the complainant must also provide a written copy of the complaint where identifying information is blocked out.

2. If the ACEND chair determines that the complaint does not relate to the accreditation standards or policies, the complainant is notified in writing within two weeks of the Chair's review that no further action will be taken.

3. If the ACEND chair determines that the complaint may relate to the accreditation standards or policies, the complaint is acknowledged in writing within two weeks of the chair's review and the complainant is provided a copy of the process for handling the complaint.

4. At the same time as the complainant is notified, the complaint is forwarded to the program by express mail second day delivery for tracking purposes. The administrative officers of the institution or organization sponsoring the program, currently on file with ACEND, receive copies of the correspondence by first class mail.

5. The ACEND chair requests the program to conduct a preliminary investigation and submit a report addressing the relevant accreditation standards or policies postmarked no more than 30 calendar days from receipt of the notification, as documented by the record of second day delivery.

6. The ACEND chair may also request further information or materials relating to the complaint from the complainant, the institution or other sources.

7. The ACEND chair appoints a review committee to consider the complaint, along with all relevant information. The review committee recommends appropriate action to the ACEND board at its next scheduled meeting.

8. In determining the appropriate action, the ACEND board considers the complaint, materials relating to the complaint, the review committee's recommendation, if any, and additional evidence provided by the program, if any.

9. The ACEND board or the ACEND chair may determine that legal counsel is needed to address the complaint. Staff works with the ACEND board and legal counsel to identify a plan to address the complaint.

10. If the complaint is determined to be unsubstantiated or not related to the accreditation standards or policies, no action is taken.

11. If the complaint is substantiated and indicates that the program may not be in compliance with the accreditation standards or policies, appropriate action is taken, which may include, but is not limited to, scheduling an on-site visit of the program. If the complaint is substantiated and the ACEND board determines that the program is not in compliance with the accreditation standards or policies, the ACEND board may place the program on probation or withdraw accreditation or approval.

12. The program director and administration of the sponsoring institution are notified of the ACEND board's decision and action in writing within two weeks of the decision. The complainant is notified of the final decision and action when the reconsideration and appeals process expires.

13. The program has the right to request the ACEND board to reconsider a decision to withdraw accreditation or approval.
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.

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.]

1 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.
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 after the beginning of the semester following the incident in 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.

Hereafter, “day” refers to calendar day, unless defined otherwise. 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.

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.

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 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). 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.

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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.
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 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.

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 the committee.
2. All hearings shall be open unless either of the parties requests that the hearing 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.

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 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 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. For further information see: http://gradschool.siu.edu/about-us/grad-catalog/catalog-18-19.php