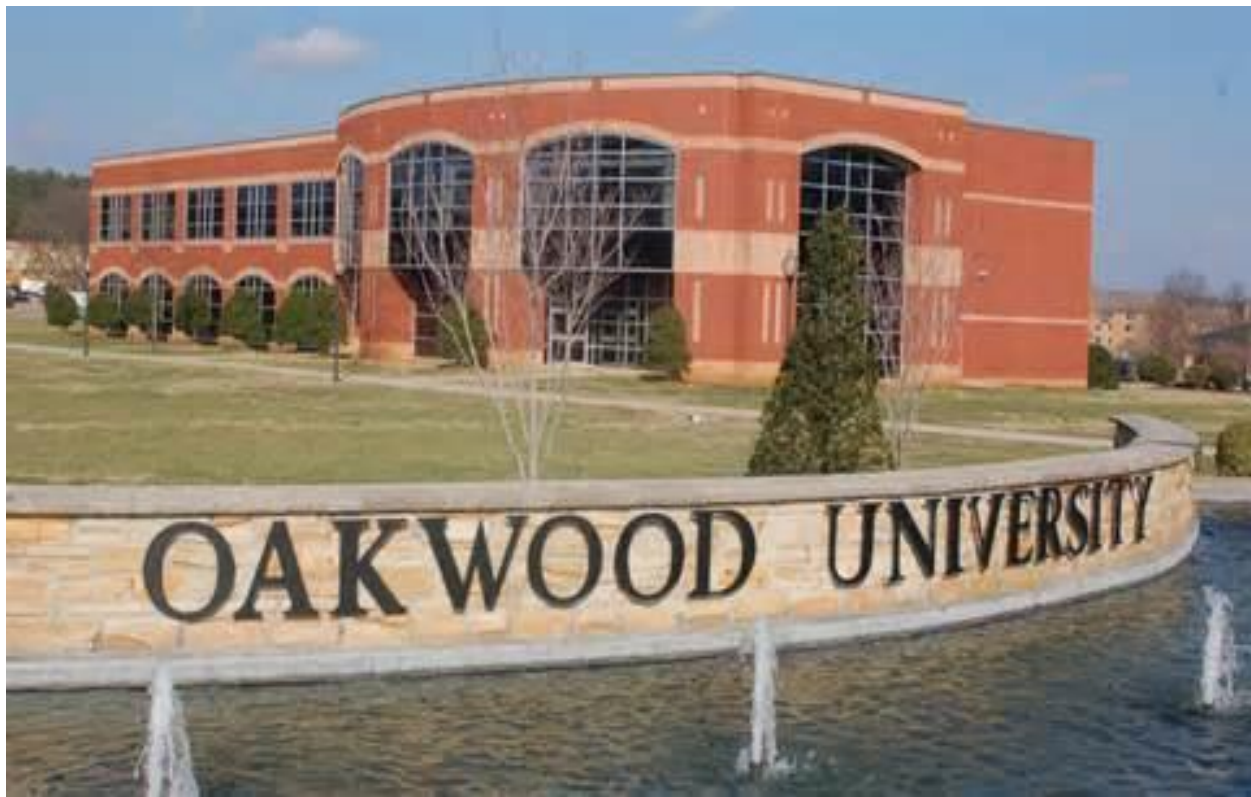




OAKWOOD UNIVERSITY

DISTANCE DIETETIC INTERNSHIP PRECEPTOR POLICIES & PROCEDURES HANDBOOK



2022-2023

The Oakwood University Distance Dietetic Internship Program

Preceptor Policy & Procedure Handbook

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**Accreditation Council
for Education in
Nutrition and Dietetics**

the accrediting agency for the

**eat
right.** Academy of Nutrition
and Dietetics

Academy of Nutrition
and Dietetics

The accreditation of Oakwood University's Distance Dietetic Internship has been placed on probationary status by the 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, (312) 899-0040 ext. 5400.

<http://www.eatrightPro.org/ACEND>

For an explanation of probationary status, consult the director of the nutrition and dietetics program.

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ACKNOWLEDGEMENTS

The faculty and staff of the Oakwood University Dietetic Internship Program would like to thank you for the significant contributions you make to the profession of nutrition and dietetics, and to the education of future registered dietitians. We recognize the enormous impact preceptors have on our program. Simply put, our program would not exist without the hard work and dedication of our preceptors. We are excited to partner with you as friends and colleagues as we prepare future dietetics professionals to serve mankind.

We invite you to share your thoughts about our program with us and provide feedback about our program through our Preceptor Program Evaluation Form. We encourage communication with the DI Director throughout the year.

To assist you through the preceptor process, we have created this handbook. We hope that you will find it to be a useful tool.

Thank You!

PROGRAM MISSION, GOALS, & OBJECTIVES

PROGRAM MISSION:

The Oakwood University Distance Dietetic Internship Program prepares entry-level registered dietitian nutritionist to serve in the fields of dietetics and nutrition. It provides didactic and experiential opportunities which enable interns to develop skills, demonstrate professionalism, apply knowledge, and work effectively to improve the quality of nutrition for the people they serve. The program integrates faith and learning, preparing individuals to serve God and man.

PROGRAM GOALS AND OBJECTIVES

Goal #1 – To assist graduates in completing the internship program in a timely manner by providing needed support, guidance, and resources.

- a. At least 80% of full-time interns will complete program requirements within 15 months (150% of the planned program length).
- b. At least 80% of part-time interns will complete program requirements within 30 months. (150% of planned program length).
- c. Of graduates who seek employment, at least 80% percent are employed in nutrition and dietetics or related fields within 12 months of graduation.
- d. At least 80% percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- e. The program's one-year pass rate (graduates who pass the registration exam within one year of the first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.

Goal #2 – To prepare graduates with entry-professional level dietitian skills and knowledge to improve the nutritional status and health of the diverse communities they serve.

- a. At least 50% of interns will be ethnically diverse or male.
- b. At least 80% of the program graduates will rate the adequacy of program preparation “3” or greater on a 5-point Likert scale.
- c. At least 80% of employers will rate graduates “3” or greater on a 5-point Likert scale as being entry-level prepared.

PRECEPTOR QUALIFICATION FORM

As a preceptor you must submit a completed [Preceptor Qualification Form](#) and/or attach your resume and brief record of continuing education activities to the program director cfollette@oakwood.edu or program coordinators Ms. Rachael Martin at rmartin@oakwood.edu or Ms. Juliana Draper at jdraper@oakwood.edu.

The [Preceptor Qualification Form](#) or resume serves as documentation that you have agreed to precept and provides the information that we need to determine that the preceptor has the appropriate credentials to supervise the practice activities.

AFFILIATION AGREEMENT

An affiliation agreement is an agreement that is required between Oakwood University and the practice site/facility where interns will complete practicum/supervised practice hours. If your facility prefers to use their own version of an agreement, please email the facility affiliation agreement to the program director cfollette@oakwood.edu. The Oakwood University [Affiliation Agreement](#) document is provided here and also available upon request by email.

RESPONSIBILITIES OF PRECEPTORS WITH INTERNS:

- 1) Read this handbook and the rotation workbook provided by the program director.
- 2) Communicate with interns about the site location (give clear directions) and the time to be at the site on the first day of the rotation. Inform interns about the kinds of activities they will do on the first day. Inform interns of changes in these plans when emergencies occur.
- 3) Orient Interns.
 - a. introduce them to the staff with whom they will be working.
 - b. show them where to find pertinent information, charts, and records within the facility.
 - c. provide interns with the facility's policies and procedures. Discuss important ones with them.
 - d. allow interns to observe you doing your job. Learning does not occur when the intern is told audibly about an assignment. Most people learn faster if they are given the opportunity to observe and then practice what they have observed.
- 4) Read and discuss the assignment sheets with the intern on the first day.
- 5) Be professional when working with all interns, despite any similarities and/or differences in personalities, educational strengths or weaknesses, values, or standards.

- 6) Be prepared to precept the intern at the beginning of the rotation. Review the rotation workbook. Any changes needed to the workbook should be provided to the program director in writing before interns arrive at the facility.
- 7) Give clear guidelines and deadlines. Be specific about what you want to be done and the dates when you want it done. Put it in writing! Better yet, once you communicate with the intern about a project, have the intern write down the instructions and the date due so that both can read it.
- 8) Evaluate the intern on a formal and informal basis. Evaluations should be done informally daily. An intern should receive oral feedback daily and written feedback at least at the end of the rotation.

RESPONSIBILITIES OF PRECEPTORS WITH THE PROGRAM DIRECTOR:

- 1) Help the program director evaluate the program. Provide feedback on various aspects of assignments and evaluation sheets.
- 2) Provide information to the program director about changes in assignments before the rotation so that all assignments can be documented in the workbook.
- 3) Communicate with the program director about any intern who is not following policies and procedures, including prompt attendance to rotation, dress code, or other policies.
- 4) Communicate with the program director about an intern who needs extra help and support.
- 5) Provide information about new preceptors.
- 6) Scheduling interns to various sites does not imply replacing an employee. Rather, the intern position at a site is in addition to the existing employee schedule and not a substitute for the employee's schedule.
- 7) The practicum and workbook with specific assignments for rotations will be emailed to the preceptor at least 1 month in advance. Syllabi are legal documents describing requirements for interns. It is important that any changes assigned to interns be documented. The objectives of the assignments in the notebooks are to meet ACEND Competencies.
- 8) Assignments can be changed to provide opportunities at various facilities. Preceptors are encouraged to change the assignments to provide specialized activities that can be obtained only at their site. But major changes should be done prior to the start of the rotation with the approval of the program director.
- 9) Adding work after the assignments are written and after orientation means that assignments are surpassing the requirements of the syllabi (a legal document) given to interns earlier in the year.
- 10) Planning by preceptors and the program director prior to the beginning of the rotation is very important so that assignments can provide a WIN/WIN situation for interns, preceptors, and facilities.

EVALUATION OF INTERNS:

- 1) Evaluation is an important part of supervising an intern. Feedback is necessary for an intern to know how to improve, and it provides encouragement. Evaluation provides the opportunity for interns to ask questions and for preceptors to provide guidance informally or formally.

THE ACEND GUIDELINES FOR EVALUATING INTERNS:

- 1) Interns must know on a regular, daily basis how they are doing
- 2) Evaluations must be done informally and formally. Informal evaluations should be done daily, even on occasion, several times a day.
- 3) Formal evaluations are to be completed in writing using the evaluation sheets provided.

FORMAL EVALUATIONS SHOULD BE DONE:

- 1) At least every two weeks for a four-week or greater rotation.
- 2) Once a week for interns who need extra help.
- 3) At the conclusion of the rotation.
- 4) By the preceptor who has spent the most time supervising the intern's work. If other people do the evaluation, the preceptor or staff member who has worked the most time with the intern should be present.
- 5) In-person with the preceptor. This allows the preceptors to discuss areas to be strengthened and allows the intern to clarify various aspects of the evaluation.
- 6) Signed evaluations should not be given to the intern or program director that have not been reviewed with the intern.
- 7) Rotation hours must be confirmed by preceptor. Interns will submit hours through the DI App. Preceptors will receive an email asking to confirm hours for the intern. Confirm

POLICY ON SITE SELECTION AND AFFILIATION AGREEMENTS:

- 1) An affiliation agreement must be signed by both parties before interns may be placed in rotation at that site.
- 2) A site evaluation will occur through intern evaluations and correspondence with the primary preceptor.
- 3) The duration of each affiliation agreement is automatically renewed annually. The facility may terminate the agreement with a 90-day written notice.
- 4) See affiliation agreement attached here.

THE FORMAL AGREEMENT IS SIGNED FIRST BY OU SIGNATURE DESIGNEE WHEN:

- 1) The site is willing to join the program.
- 2) The assignments have been reviewed to determine whether the site has adequate space, manpower, and training to participate as a preceptor.
- 3) The program director has ensured that the facility is adequate.
- 4) The facility has agreed to ensure the feasibility of assisting interns with assignment completion.

CRITERIA FOR ROTATIONS:

- 1) Interns must satisfy the responsibilities stated in this handbook and the rotation workbooks.
- 2) All work must be completed within the specified time- period.
- 3) Interns should be given two attempts to obtain a minimum score of 3.0 on a 5-point scale. After two attempts on an assignment or practice activity and the intern scores below 3.0, the program director should be notified according to 2022 ACEND Standards updated materials or minimum score of 2.0 on a 4-point scale based on 2017 ACEND Standards materials which is being phased out. The program director will work with the intern to help correct areas of difficulty.
- 4) Interns may require guidance on projects, and rough drafts may be submitted to ensure that the assignment has been properly understood.
- 5) Due dates should be honored.
- 6) Preceptors are responsible for using the perspective practicum assignments, grading rubric form and competency evaluation form to assign grades and evaluate the attainment of competency.

SUPPORT OF INTERNS WITH MARGINAL SKILLS:

- 1) Preceptors should be discerning of interns who do not have the basic skills to do the assignments and should inform the program director that the intern needs additional support.
- 2) Interns are expected to know basic information about a variety of diseases. Interns are required to review materials on various diseases before rotations.
- 3) Preceptors may need to review the “basics” with interns, but an intern should show the ability to grasp or remember these basics without the preceptor having to completely reteach what should have been learned prior to the rotation.
- 4) The program director will need to work with such an intern and provide the teaching.
- 5) Interns will be given a set period as determined by the preceptor and director to show improvement.

EVALUATION OF PRECEPTORS AND TRAINING:

- 1) Preceptors are evaluated by each intern at the end of the rotation.
- 2) The evaluations are provided to the program director. The evaluations are treated as confidential by the program director.
- 3) The program director may meet with preceptors to discuss evaluations.
- 4) The program will provide preceptor training and orientation in August each year, and training for new preceptors will be scheduled as needed.

TIPS ON LEADERSHIP AND MENTORING:

- 1) Promote an open environment that gives non-verbal and verbal permission to interns to ask questions and learn.

- 2) The preceptor may wish to ask probing questions that guide the intern through the thought process so the intern can eventually answer their own questions.

ADDITIONAL PROJECTS:

Special projects assigned whose details are not specified on assignment sheets need to be clearly communicated to interns. Both parties must understand the requirements of any project assigned. It is important that the preceptor has clearly in mind what is desired in the work or project and provide written instructions. Otherwise, the intern may interpret the instructions one way while the preceptor is thinking another. If possible, the intern should be given examples of other work as guidelines for their projects.

COUNSELING PATIENTS

- 1) Interns should have as many opportunities as possible to counsel patients if they need more practice, particularly when they have not had many opportunities to do more complicated counseling during previous rotations.
- 2) The intern should be able to observe a dietitian do basic and complex diet instructions.

CASE STUDIES:

Case studies may be assigned during rotations to assess and increase intern readiness to advance in patient care. The preceptor and intern should select the case studies so that the selection is interesting yet complicated. Each intern has access to NCPRO and EHR Go case-study software to choose from. It is appropriate during the rotation to give the intern time to do research for the case study. The emphasis of the presentation to dietitians should be on the physiology of disease/s and the synthesis of new research. Interns are expected to formally present the case study by preparing visual aids to show pathophysiology and present the case's details. If facilities require a less formal approach, the preceptors need to communicate this with the intern.

ELECTIVE ROTATION:

- 1) Interns are required to write goals for their elective/staff relief experience. Part of the goals will be to complete the work of dietitians. Interns should specify units that they wish to cover. It is appropriate that the intern works in an intensive care unit as long as the other units selected do not have “numerous complicated patients” that take time to assess. The interns are responsible for providing goals to the preceptor and program director one week before starting the elective rotation. This allows time for all parties to examine the workload. The goals of the elective rotation should include more than just “doing the work of the dietitian”.
- 2) Interns can work on weekends but should be given notice well in advance that they are working a particular weekend. In addition, they may need to be given a day off during the week since they have other assignments and projects that usually take the weekends to complete. Interns can be “on call” during the elective experience only.

EQUIPMENT AND COPIES:

Interns are responsible for providing any materials that need to be copied to the preceptor so that the copies can be made in plenty of time before the lesson. Interns should request ahead of time any equipment that they will need to present the lesson.

PRECEPTOR TRAINING RESOURCES FOR YOU TO VIEW

[Diversity, Equity and Inclusion ACEND Resources \(eatrightpro.org\)](http://eatrightpro.org)

[CPEU Credit for Preceptors - Commission on Dietetic Registration \(cdrnet.org\)](http://cdrnet.org)

[Diversity, Equity and Inclusion ACEND Resources \(eatrightpro.org\)](http://eatrightpro.org)

PRACTICE ASSIGNMENTS

MAJOR DDIP ASSIGNMENTS:

There are 3 major DDIP assignments included in the preceptor handbook (MNT Case Study, Community Nutrition and Food Service Management). Also included is a **Practicum Assignment Rubric** for evaluation and the **2022 ACEND Competencies Rubric** to assess the attainment of the competencies. Interns will provide additional assignments pertinent to the specific rotation for you to evaluate and assess the attainment of the 2022 ACEND Competencies. The Practicum Assignment Rubric and the ACEND Competency Rubric are the main tools to use in your evaluations of all required practice assignments.

MAJOR MNT CASE STUDY		
The Major Practice Assignment MNT Case Study is a required assignment. It can be completed as part of any clinical rotation that an intern chooses as long as it is negotiated and approved by the rotation preceptor.		
Possible points: _____/25	Evaluator: Preceptor	Assessment tools: 1) Practicum Assignment Rubric (PAR) 2) 2022 ACEND Competencies Rubric * Use PAR score to evaluate attainment of competencies.
Practice Competencies: Below are the competencies for evaluating this practice assignment:		
CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies. CRDN 1.5 Incorporate critical-thinking skills in overall practice. CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.		

Instructions: The purpose of the case study is to develop an in-depth understanding of the relationship between the disease process, nutritional status, psychosocial factors, to develop and deliver a written and oral presentation that reflects that understanding. The case should include recent and/or related Medical Nutrition Therapy associated with the client's disease state.

Objectives: Prepare a thorough review of the medical records, identifying medical record, identifying medical and psychosocial history, course of present illness, diagnostic data, and interventions.

1. Conduct a comprehensive interview of the client and/or significant other as part of the nutrition assessment process. Implement the Nutrition Care Process.
2. Develop a written report in narrative format (not an outline), PowerPoint and oral/video presentation including the results of the medical record review and interview, as well as a

review of the current literature concerning the client's illness and the Medical Nutrition Therapy interventions utilized.

3. Articulate the course of medical treatment and nutrition care during the hospitalization, including significant changes in the client's medical and nutrition status as a result of the interventions.

Process: Choose a client with the guidance of the preceptor. Ideally, the client should have received significant nutritional intervention from you and one of your preceptors during the hospitalization and the diagnosis should have specific nutritional implications.

- 1) Apply HIPPA and patient confidentiality regulations.
- 2) If required by the facility, inform the patient, and obtain approval.
- 3) Avoid using the client's name in both your written and oral presentations.
- 4) Conduct a literature review on the disease state:
 - a. Use at least four articles from reliable sources that have been published within the past five years.
- 5) In addition, use several MNT textbooks as possible such as Kraus, Nelms, Nutrition & Diagnosis-Related Care by Escott-Stump and include a reference page.
- 6) Apply the principles of MNT from your research to the nutritional care of your client
- 7) Document your findings, integrate your research, and results of your interventions.
- 8) Use the case study guideline/format to develop your written and oral presentation.
- 9) Review your presentation with your preceptor.
- 10) Schedule your oral presentation to be given during the last two weeks of the acute care rotations.
- 11) Plan to have the audience members complete an evaluation of your oral presentation using the Presentation Evaluation form.
- 12) Upload the written case study, PowerPoint slides, list of references, any other handouts, and place completed evaluations in your portfolio.

Comprehensive Case Study Report: The Journal of the Academy of Nutrition and Dietetics follows the American Medical Association (AMA) style (AMA Manual of Style, 10th ed). Use this for formatting references and title page.

- 1) Title Page: Use American Medical Association (AMA) or Format Style for this paper
 - a. Primary medical diagnosis and primary nutritional problems
 - b. Intern Name
 - c. Date of presentation
- 2) Summary/Overview of Disease States
 - a. Normal organ function(s)
 - b. Definitions of the primary medical diagnosis Pathophysiology, with emphasis on nutritional implications Etiology (ies)
 - c. Symptoms/clinical manifestations
 - d. Summary of customary nutrition interventions for the disease state (from your research)
- 3) Introduction/Patient Profile
 - a. Personal data (gender, age)

- b. Social history (marital status, ethnic/religious considerations) Reason for admission (signs, symptoms, admitting diagnosis)
 - c. Past medical history Surgical history
 - d. Family medical history, if applicable
 - e. Physical data (general information, vital signs, heart, abdomen, extremities, laboratory results (present in table format).
 - f. Medications
 - g. Diagnostic tests (chronology of tests performed and results)
 - h. Chronology of medical treatments from admission to discharge and treatment goals
- 4) Nutrition Assessment
- a. Diet History, if applicable Allergies
 - b. Previous MNT, instruction, outcomes, compliance,
 - c. Anthropometrics
 - i. ht, wt, wt history, BMI,UBW, Adjusted BW, IBW, %UBW)
 - d. Evaluation of intake, current and prior admission Estimation of macronutrient needs and any micronutrient requirements.
- 5) Nutrition Diagnosis
- i. PES statements
 - ii. If nutrition diagnosis changes overtime, explain
- 6) Nutrition Intervention
- a. Primary goals and objectives for MNT
 - b. Chronology of nutrition interventions from admission to discharge (include EN or PN, supplements, counseling/education provided, adequacy of intake)
 - c. Provide educational handouts that you would give patient
 - d. Discuss any ways your nutrition interventions changed during the course of hospitalization and the effect on the client's nutrition status.
- 7) Nutrition Monitoring and Evaluation
- a. Summarize your client's progress during the hospitalization.
 - b. Discharge summary
- 8) Include Sample Menu/Nutrition support for 3 days with a recipe and nutrient analysis for each dinner entrée as applied to your intervention.

Helpful tips for Oral Presentation:

- a. PowerPoint is required for the oral presentation.
- b. Do not read your case study from the slides or rely too heavily on your notes.
- c. Avoid including too much information on your slides; use them to outline your points or illustrate information in a graph or table.
- d. Review your written and oral presentation thoroughly for typos, making sure all medical terminology is spelled correctly.
- e. Practice pronouncing medical terms.
- f. Use only approved abbreviations. Be prepared to explain any abbreviations or terminology used in your slides.
- g. Understand the rationale or theory behind current treatments (both medical and nutrition)
- h. It is your responsibility to make arrangements for all audiovisual equipment, room reservations,

etc. prior to presentation.

What is being Evaluated:

- a. Written Case Study evaluated by Preceptor
- b. PowerPoint Presentation Evaluated by Preceptor
- c. Case Study Report Evaluated by audience if available/possible.

Who Evaluates:

- a. Major MNT Case Study evaluation should be completed by Preceptor.
- b. If intern does not have an opportunity to present to preceptor, a video presentation can be sent to a DDIP team member to evaluate.

Use the Evaluation Form below for Audience Evaluation Only: (Preceptors uses Practice Rubric and ACEND Competencies for Evaluation. Preceptor may take audience evaluation into consideration in final evaluation of performance on the preceptor designated evaluation forms).

Presentation Evaluation Form (Audience)

Scale: Use the following scale to evaluate the presentation.

(5) Outstanding performance: exhibits initiative and ability that substantially exceeds expectations

(4): Above average performance: exhibits ability above general expectations

(3) Average performance: satisfies general expectations

(2) Less than average performance: much needed improvement

(1) Unsatisfactory performance

Overall Score:	<u>Rating</u>				
1. Demonstrated a good understanding of topic	1	2	3	4	5
2. Gave concise summary	1	2	3	4	5
3. Learning objective clearly stated and relevant	1	2	3	4	5
3. Presentation Skills:					
Ability to respond to questions	1	2	3	4	5
Good eye contact	1	2	3	4	5
Speaking skill {volume, clarity, speed}	1	2	3	4	5
Delivery with good posture	1	2	3	4	5
4. Written materials content:					
Content and appropriateness of slides	1	2	3	4	5
Provided accurate citations	1	2	3	4	5
Provided quality handouts/PowerPoint	1	2	3	4	5
Provided all required elements	1	2	3	4	5

COMMUNITY ROTATION MAJOR PROJECT:

The Major Project for Community Nutrition is a required assignment. It can be completed as part of any community rotation that an intern chooses as long as it is negotiated and approved by the rotation preceptor.

Practice Competencies: Below are the competencies for evaluating this practice assignment:

CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.

CRDN 1.3: Justify programs, products, services, and care using appropriate evidence or data.

CRDN 1.5: Incorporate critical-thinking skills in overall practice.

CRDN 2.2: Demonstrate professional writing skills in preparing professional communications.

Possible Points _____/25

Evaluator: Preceptor/Program Director

Assessment tools:

- 1) **Practicum Assignment Rubric (PAR)**
- 2) **2022 ACEND Competencies Rubric**

* Use PAR score to evaluate attainment of competencies.

- Instructions: Use the NCP for a community intervention.
- Identify a population within your community with a specific need for a nutritional intervention related to overweight & obesity, cancer & cancer survivorship, or gastrointestinal conditions (consider outpatient, private practice, GI office or community clinic and conditions such as IBS, GERD, Celiac disease, Crohn's disease, Cerebral Palsy or Cystic Fibrosis).
- Conduct a targeted mini-needs assessment to determine the scope of the problem.
- Create program goals and objectives.
- Write 2 PES statements to address the nutrition diagnoses/problems.
- Outline the intervention; identify the resources needed including budget and funding sources, the intervention should be designed to reach program/intervention goals and objectives.
- Conduct a literature review to determine feasibility and likely effectiveness of the planned intervention. Articles must be cited in APA format.
- Create marketing and/or educational materials to be used in the intervention. Materials should be appropriate for use with the targeted group.
- The paper should contain the following sections: Identification of the problem, rationale for the intervention, literature review justifying your approach to the problem, plans to monitor for effectiveness.
- Share a 1 to 2-page summary with stakeholder(s).
- Assignment length: 8 pages double space, APA formatting

Food Service Management Rotation Major Project

The Major Project for Food Service Management is a required assignment. It should be completed as part of the Food Service Management rotation as long as it is negotiated and approved by the rotation preceptor.

Practice Competencies: Below are the competencies for evaluating this practice assignment.

CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.

CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.

CRDN 3.14: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups, and individuals.

CRDN 4.5 Analyze quality, financial and productivity data for use in planning.

CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment, and supplies.

Possible points: _____/25

Evaluator: Preceptor

Intern:

Assessment tools: Practicum Assignment Rubric (PAR), 2022 ACEND Competencies Rubric

* Use PAR score to evaluate attainment of competencies and the 2022 ACEND Competencies Rubric to report level of attainment in final rotation evaluation.

Instructions: Write a proposal to Production Manager to standardize a recipe for a new menu item for the facility that includes a budget for food costs, labor costs, fixed costs, and item price based on break-even point. Conduct a nutrient analysis and evaluate based on nutritional needs of a **particular segment of the population**. Include your rationale for target population and acceptance of the menu item. In addition:

- Consider the cultural diversity and health needs of a **particular segment of the population** in your facility when choosing the new menu item. Determine strategies to increase the acceptability of the new menu item in the **general population** that addresses possible cultural biases and differences.
- Adapt the recipe and scale for production of appropriate quantity.
- Conduct a taste test if permitted. Document the results of the taste test. If a taste test is not permitted, then conduct a fictional taste test and document your fictional results. NOTE: When using recipes from any published source including websites, remember to include complete source credits including author and publisher or website.
- Develop a purchase order.
- Develop production schedule and supervise production of the product.
- Develop a marketing strategy, if allowed implement the marketing strategy.
- Develop a customer satisfaction survey, if allowed conduct the customer satisfaction survey for menu item.
- Identify changes to the product, production, or marketing based on sales (or other quantifiable measure of acceptability) and survey results.