

Nutrition and Dietetics Internship Program (DI)



Toshiba

Andrews University
Department of Public Health,
Nutrition and Wellness
Nutrition and Dietetics Internship Program
8475 University Blvd.
Berrien Springs, MI 49104

Phone: 269.471.3370 (Office)
269.471.3372 (Sherri)
Email: Isaak@andrews.edu
brownfraser@andrews.edu
dieteticgradassistant@gmail.com

Academy of Nutrition and Dietetics: 1.800.877.1600


Andrews University
Department of Public Health, Nutrition & Wellness
Nutrition and Dietetics Internship Program

Checklist for 2017-2018

The following original forms must be sent to the DI program Director before you are considered as having finished the DI program. **(email; send to both the DI Director and DI Graduate Assistant)** Refer to pages 18 and 157 for where to find these forms.

- Weekly Reports (a **minimum** of 28 is required)
- Case Studies (1 major, 1 minor)
- Research Project
- At least 3 pictures of you working in the three types of rotations (one picture from each): Food Service, Community, and Clinical
- DPD Verification Statement and Official Transcripts with the conferred degree and date (must be sent **before** the DI begins)
- Intern Self-Assessment Food Service Rotation (pink)
- Intern Self-Evaluation Clinical Rotation (blue)
- Evaluation of School Lunch/Head Start Program (yellow)
- Evaluation of the Community and Wellness Program (yellow)
- Evaluation of WIC Program (yellow)
- Evaluations (by Preceptor) for **all** rotations (1 Midway Food Service, 9 Clinical Rotation)
- Rubrics; 17 required including Written Case Study x2, Oral Presentation (1 food service, 2 clinical), Performance Improvement (1 food service, 1 clinical), Nutrition Care Process (1 midway, 1 staff relief), Diet Counselling, Theme Meal, Menu, Diet Education (1 midway, 1 staff relief), Public Policy, Research Paper, and the Portfolio rubric
 - The above forms are to be sent as completed throughout the internship
- Intern Evaluation of Medical Facility (salmon)
- Intern Evaluation of Program Administration (purple)
- Intern Evaluation of Site Coordinator (blue)
- Final Evaluation of Intern by Site Coordinator (green)
- CRD Registration Eligibility (signed with **BLUE** ink) – CDR Name/Address Change Form (if needed) – CDR RDE Misuse Form (signed with **BLUE** ink)
- CDR Transcript Degree/Confirmation Release Form
- Copy of Academy Membership Card (optional)
 - The above forms are to be sent at the end of April, or the final week of the internship

Send Forms and Evaluations to:

Sherri Isaak, MS, RD, CDE, BC-ADM

Department of Public Health, Nutrition & Wellness, 8475 University Blvd, Berrien Springs, MI 49104-0210

Competencies

The DI provides experiences in three main areas of Dietetics – Community Nutrition, Food Service Management, and Clinical Nutrition. As 65% of our program is in the Clinical area; our program concentration is Medical Nutrition Therapy (MNT).

The Competencies for the MNT Concentration are as follows:

1. Participate actively in nutrition support or medical rounds.
2. Design a transitional feeding plan for a patient on a ventilator or on nutrition support in a critical care unit.
3. Design a menu with modified diets, including vegetarian options.
4. Design a one day individualized meal plan with vegetarian alternatives.

An important aspect of the Andrews University Dietetic Internship is a focus on vegetarian eating patterns, disease prevention and treatment. Some projects which contribute to the interns learning in this specialized area include:

1. During food service, interns write a menu including vegetarian options
2. A written individualized meal plan for a diabetes or weight management patient including vegetarian options
3. A meal plan for a renal patient including vegetarian options
4. A section on implications of vegetarian lifestyle is required in case studies
5. Interns each write and present a research topic, which includes implications of vegetarian lifestyles, if applicable
6. Review a topic on vegetarianism (interns' choice) and write a blog post on it to be shared with fellow interns, and brief synopsis to be presented in ZOOM meeting
7. Sources on vegetarian lifestyle are available on learninghub

Dietetic Internship Handbook Sections

Part A **5-115**

- Table of Contents
- Orientation
- Program Calendar
- Evaluation Forms

Part B **116-154**

- Curriculum for the DI program
 - Community Nutrition
 - Food Service Management
 - Clinical Dietetics

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- Student Exit Packet
 - CDR Forms
 - Information about the RDN exam
 - Student Instructions
 - Foundation Knowledge, Skills, and Competency Statements
 - Code of Ethics
 - RDN exam review

Part A

Orientation to the Dietetic Internship

Program Calendar

Policies and Procedures

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Orientation to the Nutrition and Dietetics Internship Program

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Mission:

The mission of the Andrews University Nutrition and Dietetics Internship Program is to prepare highly qualified dietetic professionals who are competent in MNT, and embrace a healthy and balanced lifestyle for generous service in the workplace.

Goals:

The primary goals of the Andrews University Nutrition and Dietetics Internship are twofold: to provide the intern with meaningful rotational experiences that will allow for successful completion of the registration examination for dietitians, and to provide the opportunity to develop the skills needed to obtain employment as an entry-level dietitian.

Goal #1: The program will prepare practitioners who are competent as an entry level dietitian.

Outcome measures:

1. 80% of the interns enrolled in the DI will complete all program requirements within 150% (13 months) of the time planned for completion.
2. 70% of more of the DI graduates who sought employment will be employed within twelve months of program completion.
3. Over a five-year period, 80% of DI graduates will pass the CDR examination for registered dietitian nutritionists within one year following the first attempt.
4. 90% of the program graduates first employers will rate the program as satisfactory or above for entry level practice.
5. 80% of program graduates will take CDR examination for registered dietitian nutritionists within 12 months of program completion.

Goal #2: The program will prepare dietetic practitioners who are competent in incorporating MNT principles in a healthy and balanced lifestyle.

Outcome Measures:

1. 20% of the program graduates will work in an Adventist affiliated institution where a healthy and balanced lifestyle is promoted.
2. 25% of the program graduates will engage in service areas where they can practice and promote a healthy and balanced lifestyle (examples: participate in the Vegetarian DPG or other, write articles on healthy and balanced lifestyles including vegetarianism, give health promotion lectures to the community, etc).
3. 75% of the program graduates survey will rate satisfactory or above for vegetarian nutrition knowledge.


Andrews University
 Department of Public Health, Nutrition & Wellness
Cost of the Program

Graduate Certificate of Nutrition and Dietetics

The student will register for the program in the summer prior to the start of the DI. Interns will register for FDNT 595-001 (6 credits, Fall) and FDNT 596-001 (6 credits, Spring) for a total of 12 graduate credits.

Tuition and Institutional Fees

Item	Deadline	Cost
Application Fee	February 15	\$50.00
Confirmation Fee	June 1	\$400.00 non-refundable*
Professional Fee	August 8	\$375/semester x2 = \$750.00
Distance Fee	August 8	\$124/semester x2 = \$248.00
Tuition	August 8	\$4,715/semester x2 = \$9,430.00
Total for the year		\$10,478 *Amount will be applied to Spring tuition fee

Additional Costs to the Graduate Certificate (Dietetic Internship)

Items	Cost
DICAS Application	\$45 First time \$20 Each Additional
Housing (Variable based on site location)	\$6,000-\$12,000/year or higher
AU Orientation (Variable based on where you are coming from, lodging, and food choices)	\$165-\$700
Medical Insurance	\$1,200/year
Background checks and immunizations	\$200-\$300
Laptop and Internet connection	\$700-\$1000
Books and supplies (Variable based on books on hand from undergrad)	\$200-\$700
Lab Coat	\$30-\$40
Total Cost	\$8,540-\$15,985 or higher

Note: Fees are subject to change annually.

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Department of Public Health, Nutrition & Wellness
Statement of Equal Opportunity

Admission to Andrews University and the Dietetic Internship is granted irrespective of race, color, national or ethnic origin, sex, weight, height, marital status or handicap. The University is authorized under federal law to enroll nonimmigrant alien students. These students, however, must meet the admission requirements of the Dietetic Internship. Admission to the Dietetic Internship does not guarantee admission to the MPH in Nutrition and Wellness or to any other program, department or school within the University.

Transfer privileges are not available to dietetic interns. An intern who is admitted to the eight month Dietetic Internship must meet all competencies within that time frame and at the assigned facility. Interns may elect to repeat the Dietetic Internship at the discretion of the Internship faculty and the Program Director. In the event the intern is approved to repeat the Dietetic Internship, the intern would then pay the required amount and register for an additional Dietetic Internship experience at the original facility or at another of the University's selected facilities.

Professional Membership and Activities

Interns are encouraged to apply for membership in the Academy of Nutrition and Dietetics which automatically confers membership in the respective state dietetic associations.

Financial Aid

Scholarships may be available through state dietetic associations and/or the Academy of Nutrition and Dietetics. It may be possible for interns to obtain loan deferment for student loans while enrolled in the program. The program Director will work with interns to provide necessary documentation.

Financial aid is available for interns who are registered as students in the Graduate Certificate of Nutrition and Dietetics.

Policies and Procedures

Please see the following link for a full list of the policies and procedures regarding the internship: <https://www.andrews.edu/shp/publichealth/programs/internship/policies-and-procedures.html>

Andrews University

Department of Public Health, Nutrition & Wellness

Dietetic Internship Program Calendar

Dietetic Internship Orientation (Andrews University Campus)	August 15-17
Entry Exam <i>(Make-up Entry Exam, August 17 at 3:00 pm EST)</i>	August 15 (10:15 am)
Begin Dietetic Internship (usually foodservice rotation)	August 28
Labor Day Holiday (1 day)	September 4 (8 hours)
Study Day	October 6 (8 hours)
Online Food Service Exam** <i>(Make-up Food Service Exam, Oct. 23 at 8:30 am)</i>	October 9 (8:30 am)
Begin the Community Rotation	October 16
FNCE: Chicago (preapproval needed)	October 21-24
Evaluation Reports	<i>Due as scheduled. Submit as completed. See Checklist.</i>
Begin Clinical Rotation	October 30
Study Day	November 10 (8 hours)
Online Community Exam** <i>(Make-up Community Exam, Dec 4 at 8:30 am)</i>	November 13 (8:30 am)
Thanksgiving Vacation* (3 days)	November 22-24
Registration/Payment Due for 2nd Semester	December 8
Christmas Vacation* (8 days)	December 21 - January 1
Spring Vacation* (4 days)	March 19-22
Study Day	March 23 (8 hours)
Online Clinical Exam** <i>(Make-up Exam Clinical Exam, April 9 at 8:30 am)</i>	March 26 (8:30 am)
Study Day	April 23 (8 hours)
Online Comprehensive Test (rest of the day off)	April 24 (8:30 am)
Final Reports/Remaining Evaluations Due	April 27
Last Day of Internship	April 27

* Provides for a total of 16 vacation days. The finish date should be extended accordingly if sick days are or extenuating circumstances occur (e.g., family death) during the program.

** Each exam needs to be passed with a score of 80%. One make-up exam is scheduled.

Andrews  University
Department of Public Health, Nutrition & Wellness
Accreditation Status

The Nutrition and Dietetics Internship Program at Andrews University is currently granted accreditation by the

Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics

120 South Riverside Plaza

Suite 2000

Chicago, IL 60606-6995

Phone: (312) 899-5400


Andrews University
 Department of Public Health, Nutrition & Wellness
Summary of Supervised Practice

Experience/Rotation	Practice Hours	Total Hours
Orientation at Andrews University		(24)
Community Nutrition (1 month)		156
WIC	40	
School Lunch Program	20	
Community Wellness	80	
Community Elective	16	
Food Service Administration (7 weeks)		264
Food Production	80	
Cafeteria/Catering/Nutrition Accounting	40	
Leadership/Management & Human Resources	144	
Clinical Dietetics (21 weeks)		800
General Clinical: Diet History, Medical Records, Assessment, Counseling	40	
Medical/Surgical	80	
Cardiac	80	
Diabetes/Weight Management	80	
Oncology	64	
Renal	40	
OB/Pediatrics	56	
Performance Improvement	8	
Nutrition Support	80	
Outpatient Clinic	24	
Nutrition Education/Medical Library/Research	16	
Social Service/PT/OT/Speech Pathology	8	
Long Term Care Facility	40	
Staff Relief	152	
Clinical Elective	32	
Course review/Study days	32	(32)
Total Rev 6/2017		1220

List of Required Items for the Dietetic Internship

1. Escott-Stump (2015), Nutrition and Diagnosis-Related Care, 8th edition (or newest edition)
2. Krause's Food and the Nutrition Care Process (2017), 14th edition, or similar MNT book
3. Academy of Nutrition and Dietetics Pocket Guide to Nutrition Assessment, 3rd edition
4. eNCPT student edition <https://ncpt.webauthor.com/>
5. A medical dictionary
6. Calculator
7. Pens
8. Pencils
9. Notebook
10. Lab coat as specified by Medical Facility
11. Laptop

Graduation and/or DI Program Completion Requirement Policy

Program graduates are expected to complete:

- A. The 1220 supervised practice hours within 8 months (or 150% of the program time, 13 months, in approved cases)
- B. Satisfactorily complete all rotations and achieve entry level competence per evaluations
- C. Pass the 4 online section and comprehensive tests at 80% or higher in order to prepare for the RD exam. In the event an intern fails to pass an online test with 80% or above, they will be required to take formal review at the end of the DI and pass a mock CDR exam before the DI Director will submit their name as a candidate to take the RD exam
- D. Pass individual rotation pre and post tests
- E. Complete all required CDR forms
- F. Fully pay all financial obligations to the DI program and University

It is expected that the program requirements will be completed within the allotted 8 month internship period, or in approved cases, 150% of that time; 13 months. This period begins at the start of orientation. Failure to complete the program requirements within 13 months will lead to termination from the program unless an alternative plan is agreed upon between the intern and the DI Director.

Interns who successfully complete the DI program will be issued a verification statement by the program Director. This form confirms completion of the supervised practice requirements of the program and provides the intern with eligibility to write the registration examination administered by the Commission on Dietetic Registration; the RDN exam.

Andrews University
Department of Public Health, Nutrition & Wellness
Verification Statement Policy

It is the policy of Andrews University and the Dietetic Internship to issue verification statements to all interns who have:

1. Successfully completed the 1220 documented hours of supervised practice
2. Completed all required assignments and evaluations
3. Completed all online and the comprehensive exams with a score of 80% or higher, or, completed a formal review and passed the CDR mock exam
4. Returned any and all borrowed resources and turned in original copies of all rotation documents in a completed portfolio

Once all of the above requirements have been met the DI Director will send 5 original and signed copies of the Verification Statement to the intern's permanent address within 3 weeks of the intern meeting all requirements. Original signed copies of the Verification Statement also remain on file at AU indefinitely.

Policy for Online Chats

Once a month during the internship (September to April) each student is required to log onto Zoom (which is free and can be downloaded [here](#). Instructions for use can be found on the next page of this handbook) for a 30 minute group chat. This chat session will be divided into 2 sessions – one from 7:00pm-7:30pm EST (for interns in Florida, Georgia, and Texas), and one from 7:35pm-8:05pm EST (for interns in Ohio, Michigan, Chicago, and Indiana) on the first Wednesday of each month. Valuable information is discussed during this time. Also, the progress of the interns is monitored. All interns are expected to actively participate in the chat session in a meaningful way. It is required of all interns to participate in at least 6 monthly chats (there will be 7 total). Just being logged on does not qualify as actively participating. Logging on to Zoom more than 10 minutes late will be considered an absence. Unexcused absences from the Zoom monthly chat will jeopardize the successful completion of the internship.

Andrews  University
Department of Public Health, Nutrition & Wellness
Weekly Reports Policy

Each week of the internship a Weekly Report is to be completed by the intern and emailed to the Internship Director on the following Monday.

1. All competencies met during that week are to be listed.
2. Activities are to be described in the appropriate section.
3. Interns are encouraged to share their candid comments regarding the competencies and the activities that they have participated in, and any concerns they may have regarding the Internship.
4. Interns must turn in at least 28 weekly reports to successfully complete the Internship.
5. The FILE name of the weekly report should be saved as "Weekly Report #_Last Name, First Initial"

Part A Forms Section

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WEEKLY REPORT # _____

Name: _____

Date: _____

Facility: _____

Supervisor: _____

OBJECTIVES MET THIS WEEK (List the competency# directly from your Internship Program curriculum for each rotation you were involved with):

1. Rotation:

2. Rotation:

DESCRIBE THE ACTUAL ACTIVITIES PARTICIPATED IN THIS WEEK (and link to CRDs):

COMMENTS (continue on next page if necessary):

The intern is expected to turn in at least 28 weekly reports. Please send them on Monday to the Internship Program Director and the Admin Assistant. The Verification Statement will only be given to those that submit their reports.

Menu Project Guidelines – 2017

You can complete this project by developing a Select Menu or a Room Service Menu. Remember that your menu focus is for patients, not cafeteria.

Select Menu

- Your menu should include 7 days, Sunday through Saturday.
- You need selections for each of the following diets:
 - Regular Diet
 - Carbohydrate Controlled Diet
 - Heart Healthy Diet
 - Vegetarian Diet
 - Extra Credit – Renal Diet
- Each meal should include an appetizer (soup or salad, 2-3 entrees, 2 starches, 2 vegetables, a fruit and a dessert.

Room Service Menu

- Your menu should have enough entrees so that a patient who is here the typical average length of stay of 4 days has at least 4 different choices per day (a total of 16-20 entrees)
- Room Service menus typically offer more up-scale items than a traditional menu (money is saved by not routinely sending a tray to each patient, thus allowing for a higher quality menu)
- You need selections for each of the following diets:
 - Regular Diet
 - Carbohydrate Controlled Diet

- **Heart Healthy Diet**
- **Vegetarian Diet**
- **Extra Credit – Renal Diet**
- **You also need to write the 7-day non-select menu for patients who are unable to choose from the Room Service menu**
- **Your non-select menu should include an appetizer (soup or salad, entree, starch, vegetable, fruit and/or dessert).**

Key points for either menu type:

- **Ensure you focus on menu items appropriate for patients, rather than Cafeteria customers**
- **Remember that you are dealing with individuals who are sick. Consider how that might affect the kinds of menu items that appeal to them**
- **Determine your target audience. For example, menus for a rural hospital in the South may differ from menus for an urban hospital in the Midwest, or a hospital on either coast**
- **Focus on menu items that appeal to the general hospital population – don't allow your personal eating habits or beliefs to become the focus of your menus.**
- **Study the menus used at your current hospital – they are a great guide!**
- **All foods on your modified diet menus must comply with the diet.**
- **Your menu should include variety from a number of standpoints:**
 - **Beef, chicken, fish, and non-meat options**
 - **Meat meats, pasta dishes, casseroles, sandwiches, salads, etc.**
 - **Side dishes that match the entrée**
 - **Fresh and canned or frozen vegetables**
 - **Fresh or canned fruits**

- **Desserts should vary (cakes, pies, bars, ice cream, puddings, etc.)**
- **Your menu should not be repetitive – meal-to-meal, day-to-day, Saturday to Sunday**
- **Consider staffing – develop your menu with items that are appropriate on the different diets or can be used “across the board.”**
- **Consider staffing – you may have less staff on weekends, so that might be a good time to use simple desserts**
- **Use foods commonly available from your hospital’s usual vendors**

Meal (Breakfast, Lunch, Dinner)

Category	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Appetizer							
Entrée #1							
Entrée #2							
Entrée #3							
Starch							
Starch							
Vegetable							
Vegetable							
Fruit							
Dessert							
Dessert							

Menu Template for _____ Menu Component

(Appetizer, Entrees, Starch, Vegetable, Fruit, Dessert)

Diet	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
Regular							
Carb Control							
Heart Healthy							
Vegetarian							
Renal (optional)							

The goal of this major case study is to show you have learned the basic skills of a clinical dietitian. You will need to thoroughly assess a patient's nutritional needs while considering all factors that may affect these needs. Examine emerging research on the disease/condition(s) etiology and treatments. Also, include how you made a difference in the patient's outcome using medical nutritional therapy. There are a total of 2 case studies:

One major case study: written and oral presentation required

One minor case study: written only

Guidelines:

1. Select an interesting medical case that will have enough data to fill approximately 10 to 12 double spaced pages and provide opportunity for enhanced learning (excluding title page, appendices and references)
2. Case studies should be written in the narrative form with correct spelling, punctuation and sentence structure. Consult a medical dictionary for approved spelling, abbreviations and use of scientific terms. Complete tables for labs, meds, etc.
3. Follow the case study outline (beginning on page 27) for content and organization when writing the paper. Document and footnote as necessary. The case study must include a title page, bibliography, appendix and references.
4. **Use a minimum of five current references for the minor case study and 10 references for the major case study.** At least half of the required references need to be nutrition related journal articles published within the past five years. References such as medical dictionaries, PDR's, and diet manuals are not to be cited.
5. Choose a patient who can be followed from admission to discharge and any subsequent readmissions. The initial assessment and all progress reports are the responsibility of the intern (preceptor will co-sign all chart notes)
6. Determine with the preceptor if the patient needs to be informed (or asked) that he/she is the subject of a case study. All patient information is confidential. Do not include the patient's name, room number, or hospital name in the paper. Refer to the patient by initials only, such as J.S. for Joe Smith.
7. Carefully read through the entire medical chart to obtain the necessary information.

8. Visit the patient regularly to obtain important nutrition history data and verify any additional information. The preceptor will determine if it is the responsibility of the intern to provide nutrition education as ordered by the physician.
9. When writing your case study, concurrently discuss the disease state as described in the literature and the manifestations experienced by the patient. Compare theoretical treatment to the actual medical treatment of the patient.
10. Secondary or co-existing medical conditions are to be discussed only as they relate to the primary disease state.
- 11. Review the case study with the appointed clinical preceptor for guidance on content, format, nutritional management, etc at least one week before the due date. It is not the responsibility of the preceptor to proof-read for corrections with grammar, spelling and punctuation. It is your responsibility to set an appointment with your preceptor. The preceptor will grade your case study with the DI case study rubric (and oral rubric for the major case study). It is the responsibility of the intern to turn the completed rubric to the DI program Director.**

Introduction: (5)

- Patient's initials
- Primary problem and other medical conditions
- Height
- Weight
- Age
- Sex
- Reason patient was chosen for study
- Date the study began and ended
- Focus of this study

Social History: (facts that have direct bearing on patient's present condition) (5)

Include such things as occupation, marital status, health insurance, number of children and ages, family responsibilities, home environment, standards of living, and religion.

Normal anatomy and physiology of applicable body functions: (10)

Explanation of disease process

Past Medical History: (include previous admissions to hospital) (10)

Present Medical Status and Treatment (explain all medical terms including medication which are referenced) (20)

- Theoretical discussion of disease condition (textbook)
- Usual treatment of the condition (textbook)
- Patient's symptoms upon admission leading to present diagnosis (underline those you have observed) and explain the etiology
- Laboratory findings and interpretation (compare with normal values)
- Medications: Explain use and purpose and drug/food interactions and side effects, if any observable physical and psychological changes in patient
- Treatment: Medical (mention any diagnostic tests and state the results obtained) and surgical procedures findings and results

Medical Nutrition Therapy: (35)

Nutrition history

- Usual eating pattern at home, past diets, time and place of meals, how food is prepared, who purchases the food and prepare meals, and foods that are avoided.
- Analysis of previous diet (24 hr recall)
- Calculation of food intake for sample day
- Current prescribed diet
 - State rationale for the diet and any diet changes, objectives of the dietary treatment, patient's physical and psychological response to the diet, list

nutrition-related problems with supporting evidence and evaluate present nutritional status.

- Kcal/protein/fluid needs
- Consider need for vitamin/mineral supplementation
- Consider need for alternative feeding methods: oral vs. TF vs. TPN

Other

- Evaluate food/nutrient intake (calorie count, TF/TPN rate, etc)
- Patient's nutrition education process (explain factors influencing education such as language barrier, intelligence, comprehension, cooperation, family support)
- General conditions upon discharge and plan for follow-up
- **Discuss implications and guidance for vegetarian patients if patient is not vegetarian**

Prognosis: (5) including patient motivation.

Summary & Conclusion (5) What I learned from this study (this is the only section that should be written in the first person)

Bibliography (3)

The references should be indicated at the place of citation in the paper and listed at the end of the paper in order of usage, **Not Alphabetically**. See correct bibliographic form based on current practice in JAND.

Major: Minimum 10 references (current within the last 5 years)

Minor: Minimum 5 references (current within the last 5 years)

Appendices (2)

Include labeled appendices at the end of your paper. Appendices should include things like table of patient medications, or other relevant data which would be best displayed in a table format.

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SUGGESTED POSSIBLE CASE STUDY TOPICS

- Complicated pregnancy
- Lipid abnormality
- Diabetes-adult onset or juvenile onset
- Alcoholic cirrhosis
- Hepatitis
- Pediatric- failure-to thrive
- GI- short bowel syndrome, malabsorption, sprue, diverticulosis, irritable bowel, colitis
- Cystic fibrosis
- Post gastrectomy
- Patient receiving TPN or TF
- Pancreatitis
- Cancer
- AIDS-HIV
- Lupus
- COPD
- Decubitus ulcers
- Renal

The intern must complete a MAJOR and MINOR case study during the course of the clinical rotations. The MINOR case study should be completed in the pediatric rotation unless otherwise directed by the site coordinator/preceptor. The MAJOR case study may be completed in any clinical rotation, with the approval of the site coordinator/preceptor. An important feature of the MAJOR case study is that you chose an unusual or atypical patient. Topics may be assigned by the site coordinator/preceptor, and must always be approved by the site coordinator/preceptor.

NOTE:

<http://libguides.andrews.edu/wellness> is a research resource you may utilize for projects.

RESEARCH PAPER and PRESENTATION OUTLINE

The research paper and presentation should be completed during the clinical portion of your internship. The specific topic may be assigned by your preceptor, or chosen from a suggested list supplied by your preceptor. They may also direct you to seek out your own topic. If applicable, implications related to a vegetarian lifestyle should be included.

Cover Page

Include a cover page the program name at the top (Andrews University Dietetic Internship), your name and the topic of your research in the middle, and the date the paper was completed at the bot-tom.

Introduction

State what disease/condition is going to be the focus of your paper and give a basic outline of what your paper is going to cover in the introduction.

Body

The body of your paper should include the disease etiology, signs and symptoms, current MNT, and information regarding any applicable emerging research into the disease development and/or treatment. Remember, the goal of this paper is to be educational to both you and your preceptor/the DI Director, so it is important to emphasize research and new information on your topic.

Conclusion

The conclusion should include a summary of the main points of your paper, as well as an application to Nutrition and Dietetics practice section, and what you personally found interesting and/or enlightening about the topic.

Formatting guidelines

- Font should be Calibri size 11.
- The minimum page count is 10 pages, double spaced. Do not exceed 20 pages.
- Citation style should be APA.
- The minimum number of sources is 10. Sources should be no older than 5 years (except landmark research studies)

Presentation Guidelines

- The presentation should be in PowerPoint format.
- Length of presentation should be approximately 20-30 minutes (or based on hospital preferences)
- Include introduction, summary of current research, application and recommendations for dietetics practice and MNT , and conclusions
- PowerPoint should include references on ending slides

Evaluations & Rubrics

Andrews University Internship Program in Nutrition & Dietetics Evaluation: Food Service MIDWAY (at week 4) Rotation

Intern:

Facility:

Date:

Please evaluate intern's demonstration of each ACEND competency as:

Rating Scales

- 4- **Competent. Meets competency independently. (RD ready)** Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions.
 - 3- **Competent with occasional support (Working well).** Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications.
 - 2- **Requires frequent support (Advancing).** Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology.
 - 1* **-Do not meet competency (Needs improvement).** Needs direction to consistently identify principles and application
- ***Note:** A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.
 NY- **Not Yet Completed**

Competencies/ Planned Experiences	1	2	3	4	NY	Comments:
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Scientific and Evidence Base of Practice: integration of scientific information and research into practice.

CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.	<input type="checkbox"/>					
CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis.	<input type="checkbox"/>					
CRDN 1.6 Incorporate critical-thinking skills in overall practice.	<input type="checkbox"/>					

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

CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.	<input type="checkbox"/>					
CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.	<input type="checkbox"/>					
CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.	<input type="checkbox"/>					

CRDN 2.7 Apply leadership skills to achieved desired outcomes.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.8 Demonstrate negotiation skills.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.10 Demonstrate professional attributes in all areas of practice.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.11 Show cultural competence/sensitivity in interactions with clients, colleagues and staff.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.12 Perform self-assessment and develop goals for self-improvement throughout the program.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.13 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Clinical and Customer Services: development and delivery of information, products and services to individuals, groups, and populations			
CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.4 Design, implement and evaluate presentations to a target audience.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
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.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CC3-A Plan one-week menu for regular and modified diets using RDA guidelines. Include vegetarian alternatives. (MNT Concentration outcome)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.			
CRDN 4.1 Participate in management of human resources.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 4.3 Conduct clinical and customer service quality management activities.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 4.5 Analyze quality, financial and productivity data for use in planning.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 4.7 Conduct feasibility studies for products, program and service that includes a budget, staffing needs, equipment and supplies.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
CRDN 4.10 Analyze risk in nutrition and dietetics practice.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

PROFESSIONALISM ASSESSMENT				
Please comment on demonstration of professionalism in the following areas:				
	Meets Expectations	Needs Development	Does not meet Expectations	Comment
Performance Factors				
Knowledge base essential to job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Able to use technology appropriately (for example C-board, diet analysis program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work done thoroughly and accurately with attention to all details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviors Factors				
	Meets Expectations	Needs Development	Does not meet Expectations	

Interpersonal skills (teamwork & collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Timeliness of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dependability (calls when coming in late/sick, reports to work on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional demeanor (attire, hygiene, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Response to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexibility is maintained to meet changes in job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Oral presentations and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

In order to pass the rotation, the intern needs to score 80% or higher on post-test, a rating of 2 or above and pass professional assessment on the evaluation.

Did the intern satisfactorily complete the competencies for this rotation? Scores must be 2 or above to pass. (Circle one) YES NO. *If no*, please contact the internship director at isaak@andrews.edu as soon as possible.

Pre-test score _____

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below

Signature of Intern: _____ **Date:** _____

Signature of Preceptor: _____ **Date:** _____

**Preceptor/Self-Assessment ACEND Competency Evaluation
Food Service Rotations**

Rating Scales

4- **Competent. Meets competency independently. (RD ready)** Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions.

3- **Competent with occasional support (Working well).** Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications.

2- **Requires frequent support (Advancing).** Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology.

1*-**Do not meet competency (Needs improvement).** Needs direction to consistently identify principles and application

***Note:** A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.

Intern:	Preceptor:
Food Service Rotations	Date of Evaluation:

Intern: Please fill out your evaluation and then give to preceptor for completion

Evaluation cycle: Return after completion of food service administration. Forms are to be completed electronically or hard copy. If hard copy is used please send via mail or email to the Director of the Dietetic Internship. Your preceptor will document and review his/her evaluation with you.

Scientific and Evidence base of Practice: integration of scientific information and research into practice	Check (✓) the appropriate rating for EACH cell block. <u>Intern: Top Block</u> <u>Preceptor: Bottom Block</u>
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		1	2	3	4
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	Conduct projects using appropriate research methods, ethical procedures and data analysis.				
CRDN 1.6	Incorporate critical-thinking skills in overall practice.				

Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.	Circle the appropriate rating for EACH cell block
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		1	2	3	4
CRDN 2.1	Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance				

	with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.				
CRDN 2.2	Demonstrate professional writing skills in preparing professional communications.	1	2	3	4
CRDN 2.3	Demonstrate active participation, teamwork and contributions in group settings.	1	2	3	4
CRDN 2.7	Apply leadership skills to achieve desired outcomes.	1	2	3	4
CRDN 2.8	Demonstrate negotiation skills.	1	2	3	4
CRDN 2.10	Demonstrate professional attributes in all areas of practice.	1	2	3	4
CRDN 2.11	Show cultural competence/sensitivity in interactions with clients, colleagues and staff.	1	2	3	4
CRDN 2.12	Perform self-assessment and develop goals for self-improvement throughout the program.	1	2	3	4
CRDN 2.13	Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.	1	2	3	4
Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations		Circle the appropriate rating for EACH cell block			
CRDN 3.3	Demonstrate effective communication	1	2	3	4

	skills for clinical and customer services in a variety of formats and settings.				
CRDN 3.4	Design, implement and evaluate presentations to a target audience.	1	2	3	4
CRDN 3.7	Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.	1	2	3	4
CRDN 3.9	Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.	1	2	3	4
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.	1	2	3	4
CC3-A	Plan one-week menu for regular and modified diets using RDA guidelines. Include vegetarian alternatives. (MNT Concentration outcome)	1	2	3	4
Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations		Circle the appropriate rating for EACH cell block			
CRDN 4.1	Participate in management of human resources.	1	2	3	4
CRDN 4.2	Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.	1	2	3	4
CRDN 4.3	Conduct clinical and customer service quality management activities	1	2	3	4
CRDN 4.4	Apply current informatics technology to develop, store, retrieve and disseminate information and data.	1	2	3	4
CRDN 4.5	Analyze quality, financial or productivity data for use in planning.	1	2	3	4
CRDN 4.6	Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and	1	2	3	4

	protect the environment.				
CRDN 4.7	Conduct feasibility studies for products, programs or services with consideration of costs and benefits.	1	2	3	4
CRDN 4.8	Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies	1	2	3	4
CRDN 4.10	Analyze risk in nutrition and dietetics practice.	1	2	3	4

PROFESSIONALISM ASSESSMENT

Please comment on demonstration of professionalism in the following areas:

	Meets Expectations	Needs Development	Does not meet Expectations	Comment
Performance Factors				
Knowledge base essential to job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Able to use technology appropriately, use of electronic charting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work done thoroughly and accurately with attention to all details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviors Factors				
Interpersonal skills (teamwork & collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Timeliness of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dependability (calls when coming in late/sick, reports to work on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional demeanor (attire, hygiene, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Response to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexibility is maintained to meet changes in job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Oral presentations and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Major Strengths: _____

Areas needing improvement: _____

Intern's comments: _____

Andrews University

Department of Public Health, Nutrition & Wellness

In order to pass the rotation, the intern needs to score 80% or higher on post-test, a rating of 2 or above and pass professional assessment on the evaluation.

Did the intern satisfactorily complete the competencies for this rotation? Scores must be 2 or above to pass. (Circle one) YES NO. *If no*, please contact the internship director at isaak@andrews.edu as soon as possible.

Pre-test score _____ **Post-test score** _____

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below

Signature of Intern: _____ **Date:** _____

Signature of Preceptor: _____ **Date:** _____

Andrews University Internship Program in Nutrition & Dietetics
Evaluation: *WIC Dietetics Rotation*

Intern:

Facility:

Date:

Rating Scales

4- Competent. Meets competency independently. (RD ready) Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions.

3- Competent with occasional support (Working well). Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications.

2- Requires frequent support (Advancing). Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology.

1*-Do not meet competency (Needs improvement). Needs direction to consistently identify principles and application

***Note:** A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.

Goals/Objectives:	1	2	3	4	Comments:
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Scientific and Evidence Base of Practice: integration of scientific information and research into practice

CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>			
CRDN 1.6 Incorporate critical-thinking skills in overall practice.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>			

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

CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.4 Function as a member of interprofessional teams.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Clinical and Customer Services: development and delivery of information, products and services to individuals, groups, and populations			
CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.4 Design, implement and evaluate presentations to a target audience.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

PROFESSIONALISM ASSESSMENT				
Please comment on demonstration of professionalism in the following areas:				
	Meets Expectations	Needs Development	Does not meet Expectations	Comment
Performance Factors				
Knowledge base essential to job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work done thoroughly and accurately with attention to all details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Able to apply current research into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Behaviors Factors	Meets Expectations	Needs Development	Does not meet Expectations	
Interpersonal skills (teamwork & collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Timeliness of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dependability (calls when coming in late/sick, reports to work on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional demeanor (attire, hygiene, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexibility is maintained to meet changes in job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Oral presentations and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Did the intern satisfactorily complete this rotation? (Circle one) YES NO

***If no*, please contact the internship director at isaak@andrews.edu as soon as possible.**

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below

Signature (Preceptor) _____ Date: _____

Signature (Intern) _____ Date: _____

Additional comments:

Andrews University Internship Program in Nutrition & Dietetics
Evaluation: *School lunch/Head Start Dietetics Rotation*

Intern:

Facility:

Date:

Rating Scales

4- Competent. Meets competency independently. (RD ready) Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions.

3- Competent with occasional support (Working well). Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications.

2- Requires frequent support (Advancing). Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology.

1*-Do not meet competency (Needs improvement). Needs direction to consistently identify principles and application

***Note:** A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.

Goals/Objectives:	1	2	3	4	Comments:
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Scientific and Evidence Base of Practice: integration of scientific information and research into practice

CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 1.6 Incorporate critical-thinking skills in overall practice.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

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

CRDN 3.6 Use effective education and counselling skills to facilitate behavior change.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Practice Management and use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations			
CRDN 4.3 Conduct clinical and customer service quality management activities.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 4.5 Analyze quality, financial and productivity data for use in planning.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability reduce waste and protect the environment.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

PROFESSIONALISM ASSESSMENT

Please comment on demonstration of professionalism in the following areas:

	Meets Expectations	Needs Development	Does not meet Expectations	Comment
Performance Factors				
Knowledge base essential to job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work done thoroughly and accurately with attention to all details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Able to apply current research into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviors Factors				
Interpersonal skills (teamwork & collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Timeliness of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dependability (calls when coming in late/sick, reports to work on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional demeanor (attire, hygiene, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexibility is maintained to meet changes in job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Oral presentations and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Did the intern satisfactorily complete this rotation? (Circle one) YES NO

If no, please contact the internship director at isaak@andrews.edu as soon as possible.

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below

Signature (Preceptor) _____ Date: _____

Signature (Intern) _____ Date: _____

Additional comments:

**Andrews University Internship Program in Nutrition & Dietetics
Evaluation: *Community Wellness Dietetics Rotation***

Intern:

Facility:

Date:

Rating Scales

4- Competent. Meets competency independently. (RD ready) Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions.

3- Competent with occasional support (Working well). Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications.

2- Requires frequent support (Advancing). Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology.

1*-Do not meet competency (Needs improvement). Needs direction to consistently identify principles and application

***Note:** A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.

Goals/Objectives:	1	2	3	4	Comments:
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Scientific and Evidence Base of practice: Integration of scientific information and research into practice

CRDN 1.6 Incorporate critical-thinking skills in overall practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.

CRDN 2.3 Demonstrate professional writing skills in preparing professional communications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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CRDN 2.7 Apply leadership skills to achieve desired outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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CRDN 2.8 Demonstrate negotiation skills.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Clinical and Customer Services: development and delivery of information, products and services to individuals, groups, and populations			
CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.4 Design, implement and evaluate presentations to a target audience.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

PROFESSIONALISM ASSESSMENT				
Please comment on demonstration of professionalism in the following areas:				
	Meets Expectations	Needs Development	Does not meet Expectations	Comment
Performance Factors				
Knowledge base essential to job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work done thoroughly and accurately with attention to all details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Able to apply current research into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviors Factors				
Interpersonal skills (teamwork & collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Timeliness of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dependability (calls when coming in late/sick, reports to work on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional demeanor (attire, hygiene, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexibility is maintained to meet changes in job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Oral presentations and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Did the intern satisfactorily complete this rotation? (Circle one) YES NO

If no, please contact the internship director at isaak@andrews.edu as soon as possible.

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below

Signature (Preceptor) _____ **Date:** _____

Signature (Intern) _____ **Date:** _____

Additional comments:

Andrews University Internship Program in Nutrition & Dietetics Evaluation: *Community Elective Dietetics Rotation*

Intern:

Facility:

Date:

Rating Scales

4- **Competent. Meets competency independently. (RD ready)** Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions.

3- **Competent with occasional support (Working well).** Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications.

2- **Requires frequent support (Advancing).** Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology.

1* **Do not meet competency (Needs improvement).** Needs direction to consistently identify principles and application

***Note:** A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.

Goals/Objectives:	1	2	3	4	Comments:
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Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.

CRDN 2.2: Demonstrate professional writing skills in preparing professional communications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CRDN 2.13: Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CRDN 2.14: Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

CRDN 3.4: Design, implement and evaluate presentations to a target audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CRDN 3.5: Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CRDN 3.7: Develop and deliver products, programs or services that promote health, wellness and lifestyle management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

PROFESSIONALISM ASSESSMENT				
Please comment on demonstration of professionalism in the following areas:				
	Meets Expectations	Needs Development	Does not meet Expectations	Comment
Performance Factors				
Knowledge base essential to job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work done thoroughly and accurately with attention to all details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Able to apply current research into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviors Factors				
Interpersonal skills (teamwork & collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Timeliness of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dependability (calls when coming in late/sick, reports to work on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional demeanor (attire, hygiene, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexibility is maintained to meet changes in job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Oral presentations and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Did the intern satisfactorily complete this rotation? (Circle one) YES NO
If no, please contact the internship director at isaak@andrews.edu as soon as possible.

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below

Signature (Preceptor) _____ Date: _____

Signature (Intern) _____ Date: _____

Additional comments:

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**Andrews University Internship Program in Nutrition & Dietetics
Evaluation: *Cardiac Clinical Rotation***

Intern:

Facility:

Date:

Rating Scales

4- Competent. Meets competency independently. (RD ready) Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions.

3- Competent with occasional support (Working well). Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications.

2- Requires frequent support (Advancing). Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology.

1*-Do not meet competency (Needs improvement). Needs direction to consistently identify principles and application

***Note:** A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.

Competencies/Planned Experiences	1	2	3	4	Comments:
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Scientific and Evidence Base of Practice: integration of scientific information and research into practice

CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CRDN 1.4 Evaluate emerging research for application in nutrition and dietetics practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CRDN 1.6 Incorporate critical-thinking skills in overall practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.4 Function as a member of interprofessional teams.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.11 Show cultural competency/sensitivity in interactions with clients, colleagues and staff.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

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

CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.2 Conduct nutrition focused physical exams.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.3 Demonstrate effective communication skills for clinical and customer services in a variety of formats and settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

PROFESSIONALISM ASSESSMENT

Please comment on demonstration of professionalism in the following areas:

	Meets Expectations	Needs Development	Does not meet Expectations	Comment
Performance Factors				
Knowledge base essential to job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Able to use technology appropriately, use of electronic charting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work done thoroughly and accurately with attention to all details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tasks performed at a suitable rate to accomplish a reasonable work load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviors Factors	Meets Expectations	Needs Development	Does not meet Expectations	
Interpersonal skills (teamwork & collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Timeliness of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dependability (calls when coming in late/sick, reports to work on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Professional demeanor (attire, hygiene, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Response to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexibility is maintained to meet changes in job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Oral presentations and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Major Strengths: _____

Areas needing improvement:

Intern's comments:

In order to pass the rotation, the intern needs to score 80% or higher on post-test, a rating of 2 or above and pass professional assessment on the evaluation.

Did the intern satisfactorily complete the competencies for this rotation? Scores must be 2 or above to pass. (Circle one) YES NO. *If no*, please contact the internship director at isaak@andrews.edu as soon as possible.

Pre-test score _____ Post-test score _____

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below

Signature of Intern: _____ **Date:** _____

Signature of Preceptor: _____ **Date:** _____

**Andrews University Internship Program in Nutrition & Dietetics
Evaluation: *Diabetes/Weight Management Rotation***

Intern:

Facility:

Date:

Rating Scales

4- Competent. Meets competency independently. (RD ready) Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions.

3- Competent with occasional support (Working well). Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications.

2- Requires frequent support (Advancing). Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology.

1*-Do not meet competency (Needs improvement). Needs direction to consistently identify principles and application

***Note:** A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.

Goals/Objectives:	1	2	3	4	Comments:
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Scientific and Evidence Base of practice: integration of scientific information and research into practice.

CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CRDN 1.6 Incorporate critical-thinking skills in overall practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
<p><i>CC3-B Develop an individualized meal plan for a patient with DM or weight management. Include vegetarian options.</i></p> <p>(MNT concentration outcome)</p>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Clinical and Customer Services: development and delivery of information, products and services to individuals, groups, and populations			
CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.6 Use effective education and counselling skills to facilitate behavior change.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Practice Management and Use of resources: strategic application of principles of management and system in the provision of services to individuals and organizations			
CRDN 4.9 Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

PROFESSIONALISM ASSESSMENT

Please comment on demonstration of professionalism in the following areas:

	Meets Expectations	Needs Development	Does not meet Expectations	Comment
Performance Factors				
Knowledge base essential to job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Able to use technology appropriately, use of electronic charting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work done thoroughly and accurately with attention to all details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviors Factors	Meets Expectations	Needs Development	Does not meet Expectations	
Interpersonal skills (teamwork & collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Timeliness of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dependability (calls when coming in late/sick, reports to work on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional demeanor (attire, hygiene, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Response to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Flexibility is maintained to meet changes in job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effective communication with preceptors, patients, health care team. Oral presentations and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Major Strengths: _____

Areas needing improvement:

Intern's comments:

In order to pass the rotation, the intern needs to score 80% or higher on post-test, a rating of 2 or above and pass professional assessment on the evaluation.

Did the intern satisfactorily complete the competencies for this rotation? Scores must be 2 or above to pass. (Circle one) YES NO. *If no*, please contact the internship director at isaak@andrews.edu as soon as possible.

Pre-test score _____ Post-test score _____

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below

Signature of Intern: _____ **Date:** _____

Signature of Preceptor: _____ **Date:** _____

Andrews University Internship Program in Nutrition & Dietetics

Evaluation: *Nutrition Support Rotation*

Intern:

Facility:

Date:

Rating Scales

4- Competent. Meets competency independently. (RD ready) Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions.

3- Competent with occasional support (Working well). Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications.

2- Requires frequent support (Advancing). Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology.

1*-Do not meet competency (Needs improvement). Needs direction to consistently identify principles and application

***Note:** A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.

Goals/Objectives:	1	2	3	4	Comments:
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Scientific and Evidence Base of practice: integration of scientific information and research into practice.

CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 1.6 Incorporate critical-thinking skills in overall practice.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
<i>CC1 Participate actively in the nutrition support or medical rounds or meetings.</i> (MNT concentration outcome)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.			
CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.4 Function as a member of interprofessional teams.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.10 Demonstrate professional attributes in all areas of practice.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
<i>CC2 Design a transitional feeding plan for a patient on a ventilator or in nutrition support in a critical care unit.</i> (MNT concentration outcome)	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Clinical and Customer Services: development and delivery of information, products and services to individuals, groups, and populations			
CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

<u>PROFESSIONALISM ASSESSMENT</u>				
Please comment on demonstration of professionalism in the following areas:				
	Meets Expectations	Needs Development	Does not meet Expectations	Comment
Performance Factors				

Knowledge base essential to job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Able to use technology appropriately, use of electronic charting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work done thoroughly and accurately with attention to all details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviors Factors	Meets Expectations	Needs Development	Does not meet Expectations	
Interpersonal skills (teamwork & collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Timeliness of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dependability (calls when coming in late/sick, reports to work on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional demeanor (attire, hygiene, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Response to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Flexibility is maintained to meet changes in job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Oral presentations and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Major Strengths: _____

Areas needing improvement:

Intern's comments:

In order to pass the rotation, the intern needs to score 80% or higher on post-test, a rating of 2 or above and pass professional assessment on the evaluation.

Did the intern satisfactorily complete the competencies for this rotation? Scores must be 2 or above to pass. (Circle one) YES NO. *If no*, please contact the internship director at isaak@andrews.edu as soon as possible.

Pre-test score _____ Post-test score _____

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below

Signature of Intern: _____ **Date:** _____

Signature of Preceptor: _____ **Date:** _____

**Andrews University Internship Program in Nutrition & Dietetics
Evaluation: *Renal Rotation***

Intern:

Facility:

Date:

Rating Scales

4- Competent. Meets competency independently. (RD ready) Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions.

3- Competent with occasional support (Working well). Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications.

2- Requires frequent support (Advancing). Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology.

1*-Do not meet competency (Needs improvement). Needs direction to consistently identify principles and application

***Note:** A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.

Goals/Objectives:	1	2	3	4	Comments:
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Scientific and Evidence Base of practice: integration of scientific information and research into practice

CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CRDN 1.4 Evaluate emerging research for application in nutrition and dietetics practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CRDN 1.6 Incorporate critical-thinking skills in overall practice.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.			
CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Clinical and Customer Services: development and delivery of information, products and services to individuals, groups, and populations			
CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.6 Use effective education and counselling skills to facilitate behavior change.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

PROFESSIONALISM ASSESSMENT				
Please comment on demonstration of professionalism in the following areas:				
	Meets Expectations	Needs Development	Does not meet Expectations	Comment
Performance Factors				
Knowledge base essential to job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Able to use technology appropriately, use of electronic charting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work done thoroughly and accurately with attention to all details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviors Factors				
	Meets Expectations	Needs Development	Does not meet Expectations	

Interpersonal skills (teamwork & collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Timeliness of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dependability (calls when coming in late/sick, reports to work on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional demeanor (attire, hygiene, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Response to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexibility is maintained to meet changes in job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Oral presentations and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Major Strengths: _____

Areas needing improvement:

Intern's comments:

In order to pass the rotation, the intern needs to score 80% or higher on post-test, a rating of 2 or above and pass professional assessment on the evaluation.

Did the intern satisfactorily complete the competencies for this rotation? Scores must be 2 or above to pass. (Circle one) YES NO. *If no*, please contact the internship director at isaak@andrews.edu as soon as possible.

Pre-test score _____ Post-test score _____

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below

Signature of Intern: _____ **Date:** _____

Signature of Preceptor: _____ **Date:** _____

**Andrews University Internship Program in Nutrition & Dietetics
Evaluation: *Long Term Care/Rehabilitation Rotation***

Intern:

Facility:

Date:

Rating Scales

4- Competent. Meets competency independently. (RD ready) Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions.

3- Competent with occasional support (Working well). Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications.

2- Requires frequent support (Advancing). Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology.

1*-Do not meet competency (Needs improvement). Needs direction to consistently identify principles and application

***Note:** A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.

Goals/Objectives:	1	2	3	4	Comments:
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Scientific and Evidence Base of practice: integration of scientific information and research into practice.

CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CRDN 1.6 Incorporate critical-thinking skills in overall practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

CRDN 2.1 Practice in compliance with current federal regulations and states 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.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.3 Demonstrate professional writing skills in preparing professional communications.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

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

CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
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Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.

CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
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PROFESSIONALISM ASSESSMENT
Please comment on demonstration of professionalism in the following areas:

	Meets Expectations	Needs Development	Does not meet Expectations	Comment
Performance Factors				
Knowledge base essential to job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Able to use technology appropriately, use of electronic charting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work done thoroughly and accurately with attention to all details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviors Factors	Meets Expectations	Needs Development	Does not meet Expectations	
Interpersonal skills (teamwork & collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Timeliness of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dependability (calls when coming in late/sick, reports to work on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional demeanor (attire, hygiene, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Response to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexibility is maintained to meet changes in job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Oral presentations and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Major Strengths: _____

Areas needing improvement: _____

Intern's comments: _____

In order to pass the rotation, the intern needs to score 80% or higher on post-test, a rating of 2 or above and pass professional assessment on the evaluation.

Did the intern satisfactorily complete the competencies for this rotation? Scores must be 2 or above to pass. (Circle one) YES NO. *If no*, please contact the internship director at isaak@andrews.edu as soon as possible.

Pre-test score _____ Post-test score _____

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below

Signature of Intern: _____ Date: _____

Signature of Preceptor: _____ Date: _____

Andrews University Internship Program in Nutrition & Dietetics Evaluation: *OB/Pediatrics Rotation*

Intern:

Facility:

Date:

Rating Scales

4- Competent. Meets competency independently. (RD ready) Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions.

3- Competent with occasional support (Working well). Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications.

2- Requires frequent support (Advancing). Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology.

1*-Do not meet competency (Needs improvement). Needs direction to consistently identify principles and application

***Note:** A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.

Goals/Objectives:	1	2	3	4	Comments:
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Scientific and Evidence Base of practice: integration of scientific information and research into practice.

CRDN 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
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CRDN 1.6 Incorporate critical-thinking skills in overall practice.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
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Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.

CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
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Clinical and Customer Services: development and delivery of information, products and services to individuals, groups, and populations			
CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.3 Demonstrate effective communication skills for clinical and customer services in a variety of formats and settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.6 Use effective education and counselling skills to facilitate behavior change.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

PROFESSIONALISM ASSESSMENT

Please comment on demonstration of professionalism in the following areas:

	Meets Expectations	Needs Development	Does not meet Expectations	Comment
Performance Factors				
Knowledge base essential to job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Able to use technology appropriately, use of electronics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work done thoroughly and accurately with attention to all details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviors Factors				
Interpersonal skills (teamwork & collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Timeliness of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Dependability (calls when coming in late/sick, reports to work on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional demeanor (attire, hygiene, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Response to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexibility is maintained to meet changes in job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effective communication with preceptors, patients, health care team. Oral presentations and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Major Strengths: _____

Areas needing improvement:

Intern's comments:

In order to pass the rotation, the intern needs to score 80% or higher on post-test, a rating of 2 or above and pass professional assessment on the evaluation.

Did the intern satisfactorily complete the competencies for this rotation? Scores must be 2 or above to pass. (Circle one) YES NO. *If no*, please contact the internship director at isaak@andrews.edu as soon as possible.

Pre-test score _____ **Post-test score** _____

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below

Signature of Intern: _____ **Date:** _____

Signature of Preceptor: _____ **Date:** _____

**Andrews University Internship Program in Nutrition & Dietetics
Evaluation: *Oncology Rotation***

Intern: _____

Facility: _____

Date: _____

Rating Scales

4- Competent. Meets competency independently. (RD ready) Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions.

3- Competent with occasional support (Working well). Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications.

2- Requires frequent support (Advancing). Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology.

1*-Do not meet competency (Needs improvement). Needs direction to consistently identify principles and application

***Note:** A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.

Goals/Objectives:	1	2	3	4	Comments:
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Scientific and Evidence Base of practice: Integration of scientific information and research into practice.

CRDN 1.6 Incorporate critical-thinking skills in overall practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.

CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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CRDN 2.7 Apply leadership skills to achieve desired outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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CRDN 2.10 Demonstrate professional attributes in all areas of practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
---	--------------------------	--------------------------	--------------------------	--------------------------	--

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

CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.6 Use effective education and counselling skills to facilitate behavior change.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

PROFESSIONALISM ASSESSMENT

Please comment on demonstration of professionalism in the following areas:

	Meets Expectations	Needs Development	Does not meet Expectations	Comment
Performance Factors				
Knowledge base essential to job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Able to use technology appropriately, use of electronic charting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work done thoroughly and accurately with attention to all details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviors Factors	Meets Expectations	Needs Development	Does not meet Expectations	
Interpersonal skills (teamwork & collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Timeliness of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Dependability (calls when coming in late/sick, reports to work on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional demeanor (attire, hygiene, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Response to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexibility is maintained to meet changes in job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effective communication with preceptors, patients, health care team. Oral presentations and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Major Strengths: _____

Areas needing improvement: _____

Intern's comments: _____

In order to pass the rotation, the intern needs to score 80% or higher on post-test, a rating of 2 or above and pass professional assessment on the evaluation.

Andrews University

Department of Public Health, Nutrition & Wellness

Did the intern satisfactorily complete the competencies for this rotation? Scores must be 2 or above to pass. (Circle one) YES NO. *If no*, please contact the internship director at isaak@andrews.edu as soon as possible.

Pre-test score _____ **Post-test score** _____

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below

Signature of Intern: _____ **Date:** _____

Signature of Preceptor: _____ **Date:** _____

Andrews University Internship Program in Nutrition & Dietetics Evaluation: *Staff Relief Clinical Rotation*

Intern:

Facility:

Date:

Rating Scales

4- Competent. Meets competency independently. (RD ready) Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions.

3- Competent with occasional support (Working well). Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications.

2- Requires frequent support (Advancing). Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology.

1*-Do not meet competency (Needs improvement). Needs direction to consistently identify principles and application

***Note:** A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.

Goals/Objectives:	1	2	3	4	Comments:
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Scientific and Evidence Base of practice: Integration of scientific information and research into practice

CRDN 1.6 Incorporate critical-thinking skills in overall practice.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
--	---	---	--

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

CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
---	---	---	--

CRDN 2.5 Assign duties to NDTRs and/or support personnel as appropriate.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.10 Demonstrate professional attributes in all areas of practice.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.12 Perform self-assessment and develop goals for self-improvement throughout the program.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 2.13 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Clinical and Customer Services: development and delivery of information, products and services to individuals, groups, and populations			
CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations if differing ages and health status in a variety of settings.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.6 Use effective education and counselling skills to facilitate behavior change.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	

PROFESSIONALISM ASSESSMENT

Please comment on demonstration of professionalism in the following areas:

	Meets Expectations	Needs Development	Does not meet Expectations	Comment
Performance Factors				

Knowledge base essential to job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Able to use technology appropriately, use of electronic charting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work done thoroughly and accurately with attention to all details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tasks performed at a suitable rate to accomplish a reasonable work load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Behaviors Factors	Meets Expectations	Needs Development	Does not meet Expectations	
Interpersonal skills (teamwork & collaboration)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Timeliness of assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dependability (calls when coming in late/sick, reports to work on time)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Displays positive attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Professional demeanor (attire, hygiene, respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Response to feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Flexibility is maintained to meet changes in job demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Effective communication with preceptors, patients, health care team. Oral presentations and writing skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Did the intern satisfactorily complete this rotation? (Circle one) YES NO

If no, please contact the internship director at isaak@andrews.edu as soon as possible.

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below

Signature (Preceptor) _____ **Date:** _____

Signature (Intern) _____ **Date:** _____

Additional comments:

Preceptor/Self-Evaluation Clinical Rotations					
Rating Scales 4- Competent. Meets competency independently. (RD ready) Demonstrates sound knowledge, confidence, and effective use of entry level skill; seeks assistance after investigating potential solutions. 3- Competent with occasional support (Working well). Applies major principles and concepts accurately most of the time, however requires support to consistently use principles and/or methodology accurately in all practice applications. 2- Requires frequent support (Advancing). Does not consistently demonstrate an understanding of major principles and concepts. Does demonstrate some correct practice methodology. 1*- Do not meet competency (Needs improvement). Needs direction to consistently identify principles and application * Note: A grade of 1 means that the intern will not get any credit for this competency and will need to have a plan for improvement.					
Intern:		Preceptor:		Date:	
Intern: Please fill out your evaluation and then give to preceptor for completion					
Evaluation cycle: Complete after week 10					
Forms are to be completed and mailed to the DI Director. Your preceptor will document and review his/her evaluation with you.					
Scientific and Evidence Base of Practice: Integration of scientific information and research into practice			Check (✓) the appropriate rating for EACH cell block. Intern: Top Block Preceptor: Bottom Block		
CRDN 1.1	Select indicators of program quality and/or customer service and measure achievement of objectives.	1	2	3	4
CRDN 1.2	Apply evidence-based guidelines, systematic reviews and scientific literature.	1	2	3	4
CRDN 1.3	Justify programs, products, services and care using appropriate evidence or data.	1	2	3	4
CRDN 1.4	Evaluate emerging research for application in nutrition and dietetics practice.	1	2	3	4
CRDN 1.5	Conduct projects using appropriate research methods, ethical procedures and data analysis.	1	2	3	4
CRDN 1.6	Incorporate critical-thinking in overall practice.	1	2	3	4
Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.			Check the appropriate rating for EACH cell block.		
CRDN 2.1	Practice in compliance with current federal regulations and state statutes and rules,	1	2	3	4

	as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.				
CRDN 2.2	Demonstrate professional writing skills in preparing professional communications.	1	2	3	4
CRDN 2.3	Demonstrate active participation, teamwork and contributions in group settings.	1	2	3	4
CRDN 2.4	Function as a member of interprofessional teams.	1	2	3	4
CRDN 2.5	Assign patient care activities to NDTRs and/or support personnel as appropriate.	1	2	3	4
CRDN 2.6	Refer clients and patients to other professional and services when needs are beyond individual scope of practice.	1	2	3	4
CRDN 2.7	Apply leadership principles effectively to achieve desired outcomes.	1	2	3	4
CRDN 2.8	Demonstrate negotiation skills.	1	2	3	4
CRDN 2.9	Participate in professional and community organizations.	1	2	3	4
CRDN 2.10	Demonstrate professional attributes in all areas of practice.	1	2	3	4
CRDN 2.11	Show cultural competency/sensitivity in interactions with clients, colleagues and staff.	1	2	3	4
CRDN 2.12	Perform self-assessment and develop goals for self-improvement throughout the program.	1	2	3	4
CRDN 2.13	Prepare a plan for professional development	1	2	3	4

	according to Commission on Dietetic Registration guidelines.				
CRDN 2.14	Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.	1	2	3	4
CRDN 2.15	Practice and/or role play mentoring and precepting others.	1	2	3	4
Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations.		Check the appropriate rating for EACH cell block.			
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.	1	2	3	4
CRDN 3.2	Conduct nutrition focused physical exams.	1	2	3	4
CRDN 3.3	Demonstrate effective communication skills for clinical and customer services in a variety of formats and settings.	1	2	3	4
CRDN 3.5	Develop nutrition education materials that are culturally and age appropriate and designed for literacy level of the audience.	1	2	3	4
CRDN 3.6	Use effective education and counselling skills to facilitate behavior change.	1	2	3	4
CRDN 3.7	Develop and deliver products, programs or services that promote customer health, wellness and lifestyle management.	1	2	3	4
CRDN 3.8	Deliver respectful, science-based answers to client questions concerning emerging trends.	1	2	3	4
Practice Management and Use of Resources: strategic application of principles of		Check the appropriate rating for EACH cell block.			

management and systems in the provision of services to individuals and organizations.					
CRDN 4.3	Conduct clinical and customer service quality management activities.	1	2	3	4
CRDN 4.4	Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.	1	2	3	4
CRDN 4.5	Analyze quality, financial and productivity data for use in planning.	1	2	3	4
CRDN 4.6	Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.	1	2	3	4
CRDN 4.7	Conduct feasibility studies for products, programs or services with consideration of costs and benefits.	1	2	3	4
CRDN 4.9	Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based systems.	1	2	3	4
CRDN 4.10	Analyze risk in nutrition and dietetics practice.	1	2	3	4
Major Strengths:					
Areas needing improvement:					
Intern's comments:					

Signature of Intern: _____

Date: _____

Signature of Preceptor: _____

Date: _____

INTERN EVALUATION OF SITE COORDINATOR

Your Name: _____ Date: _____

Site: _____

Site coordinator: _____

Directions: Please circle the appropriate number and complete the form. Mail DIRECTLY to the DI Program Director.

		<u>Disagree</u>	<u>Disagree</u>	<u>Slightly Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
1.	The site coordinator was helpful in clarifying unit goals and orienting the intern to the unit.	1	2	3	4	5
2.	The site coordinator was helpful in assisting the intern to achieve goals and master task assignments.	1	2	3	4	5
3.	The site coordinator was generally available for consultation and assistance.	1	2	3	4	5
4.	The site coordinator demonstrated skills and knowledge that were acceptable for current job assignment.	1	2	3	4	5
5.	The site coordinator served as a good professional role model.	1	2	3	4	5
6.	The site coordinator demonstrated good rapport with employees.	1	2	3	4	5
7.	The site coordinator demonstrated good rapport with the Intern(s).	1	2	3	4	5
8.	The site coordinator was open to students' views.	1	2	3	4	5
9.	The site coordinator provided feedback and performance evaluation on a regular basis.	1	2	3	4	5

In the space below, identify the major strengths of the site coordinator as well as any suggestions you have for improvement.

Strengths:

Suggestions:

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Department of Public Health, Nutrition & Wellness

INTERN EVALUATION OF PRECEPTOR*

Your Name: _____ Date: _____

Site: _____

Preceptor: _____

Directions: Please circle the appropriate number and complete the form. Mail DIRECTLY to the DI Program Director.

		<u>Disagree</u>	<u>Disagree</u>	<u>Slightly Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
1.	The site coordinator was helpful in clarifying unit goals and orienting the intern to the unit.	1	2	3	4	5
2.	The site coordinator was helpful in assisting the intern to achieve goals and master task assignments.	1	2	3	4	5
3.	The site coordinator was generally available for consultation and assistance.	1	2	3	4	5
4.	The site coordinator demonstrated skills and knowledge that were acceptable for current job assignment.	1	2	3	4	5
5.	The site coordinator served as a good professional role model.	1	2	3	4	5
6.	The site coordinator demonstrated good rapport with employees.	1	2	3	4	5
7.	The site coordinator demonstrated good rapport with the interns.	1	2	3	4	5
8.	The site coordinator was open to students' views.	1	2	3	4	5
9.	The site coordinator provided feedback and performance evaluation on a regular basis.	1	2	3	4	5

In the space below, identify the major strengths of the site coordinator as well as any suggestions you have for improvement.

Strengths:

Suggestions:

**(make copies of this form to use for various site preceptors)*

INTERN EVALUATION OF MEDICAL FACILITY

Intern Name _____

Directions: Please circle the number below and complete the form. Return to the Director of Dietetic Internship Program.

TIME SPENT IN THE FOLLOWING AREAS HAS BEEN:

	<u>Inadequate</u>	<u>Satisfactory</u>	<u>Excellent</u>
1. Orientation Session	1	2	3
2. Patient Care	1	2	3
3. Outpatient Counseling	1	2	3
4. Supervising Personnel	1	2	3
5. Working with Tube Feedings	1	2	3
6. Purchasing Techniques & Outcomes	1	2	3
7. Kitchen Production	1	2	3
8. Public Health/Community Education	1	2	3
9. Case Studies (Developing, Presenting, Listening to others)	1	2	3
10. Giving Diet Instructions	1	2	3
11. Recording Diet Histories	1	2	3
12. Charting in Medical Records	1	2	3
13. In-service Education	1	2	3
14. Budgeting	1	2	3
15. Nutrition Focused Physical Exams	1	2	3

OTHER (PLEASE SPECIFY)

16. _____	1	2	3
17. _____	1	2	3

STAFF DEMONSTRATED

1. Cooperative, helpful attitude	1	2	3
2. Professional manner	1	2	3
3. Ability to provide experiences to meet competencies	1	2	3
4. Ability to listen	1	2	3
5. Effective communication	1	2	3
6. Ability to evaluate intern	1	2	3

OTHER (PLEASE SPECIFY)

7. _____	1	2	3
8. _____	1	2	3

Please continue to next page

Strengths of this Facility and/or Experiences:

Weaknesses of this Facility and/or Experiences:

Suggestions for Change or Improvement:

FINAL EVALUATION BY SITE COORDINATOR

Evaluation of Intern's Professional Performances and Behaviors

Site Coordinator _____ Date _____

Intern's name: _____

Facility: _____

Directions: Please mark the appropriate box below to rate the student's professional performance on the factors defined below.

- Competent:** Meets all position standards with minimal supervision
- Acceptable:** Generally meets position standards but shows need for improvement or additional training/experience
- Unacceptable:** Fails to meet position standards - immediate improvement required

Performance Factors	Competent	Acceptable	Unacceptable	Comment
Knowledge base essential to job performance				
Quality of work produced free of errors				
Able to use technology appropriately, use of electronic charting.				
Able to apply current research into practice				
Work done thoroughly and accurately with attention to all details				
Tasks performed at a suitable rate to accomplish a reasonable work load.				
Ability to assume the majority of entry-level dietitian's work.				
Behaviors Factors	Competent	Acceptable	Unacceptable	Comment
Timeliness of assignments, timely completion of job responsibilities				
Flexibility is maintained to meet changes in job demands				
Effective communication with preceptors, patients, health care team. Oral presentations and writing skills.				
Interpersonal relationships with peers, preceptors and supervisors				

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Effective self- assessment evaluations					
Problem solving and critical thinking skills					
Dependability (call when coming in late/sick, reports to work on time)					
Professional demeanor (attire, hygiene, respect)					
Response to feedback from preceptors, supervisors and peers.					
Commendations:					
Areas that require improvement and recommendations for improvement:					
Intern comments:					

Intern Signature _____

Date: _____

Site Coordinator Signature _____

Date: _____

INTERN EVALUATION OF DIETETIC INTERNSHIP PROGRAM ADMINISTRATION

Intern Name _____

Directions: Please circle the number below and complete the form. Return to the Director of Dietetic Internship Program.

		<u>Inadequate</u>	<u>Satisfactory</u>	<u>Excellent</u>
1.	The <u>Handbook</u> was	1	2	3
2.	The Campus Orientation Session was	1	2	3
3.	Communication with the DI program administration	1	2	3
4.	The Self-Evaluation Instruments were	1	2	3
5.	The objectives for each rotation were	1	2	3
6.	Guidance provided by the DI Director was	1	2	3
7.	Other			
	A. _____	1	2	3
	B. _____	1	2	3
	C. _____	1	2	3
	D. _____	1	2	3

Inadequate/Satisfactory areas can be improved by:

Describe the objectives that you consider to be most helpful:

Describe the objectives that you consider to be least helpful:

**Andrews University Nutrition and Dietetics Internship Program
Food Service Performance Improvement Rubric**

Name: _____

Date: _____

Skills	Excellent (5)	Acceptable (4)	Needs improvement (3)	Raw Score	Weight	Final Score
Customer Satisfaction/Quality Control Tool Assessment	Conduct customer service quality management activities. Determine appropriate diagnostic tool to be used to collect more detailed data (patient tray accuracy, patient food temperature test trays, patient rounding, etc.) Data assessment is accurate.	Determine appropriate diagnostic tool to be used to collect more detailed data (patient tray accuracy, patient food temperature test trays, patient rounding, etc.) Missing some parts of the data assessment is accurate.	The diagnostic tool to be used to collect more detailed data (patient tray accuracy, patient food temperature test trays, patient rounding, etc.) is inappropriate. Data assessment is inaccurate.		3	
Comments:						
Quality Diagnostic Statement	Able to diagnose/identify casual factors for performance improvement initiative	Able to diagnose/identify partially factors for performance improvement initiative.	Unable to diagnose/identify factors for performance improvement initiative.		3	
Comments:						
Action Plan and Goal (Plan)	Operational action steps are defined with identified implementation date and responsible person identified. New data goal to achieve after plan implementation developed is measurable.	Operational action steps are partially defined with identified implementation date and responsible person identified. New data goal to achieve after plan implementation developed is measurable.	Operational action steps are not defined with identified implementation date and responsible person identified. New data goal to achieve after plan implementation developed is not measurable.		6	
Comments:						
Action Plan Implementation (Do)	Implements steps according to plan. Plan steps are thoroughly communicated	Implements steps according to plan. Plan steps are not thoroughly communicated	Implements steps according to plan. Plan steps are not communicated.		6	
Comments:						
Documentation (Check/Act)	Follow up data is documented to see if goal is achieved. Policies and /or procedures are rewritten, if necessary, in appropriate format. If goal not achieved, action plan is rewritten.	Follow up data is partially documented to see if goal is achieved. Policies and/or procedures are rewritten, if necessary, in appropriate format. If goal not achieved, action plan is partially rewritten.	Fail to follow up data is documented to see if goal is achieved. Incomplete policies and /or procedures rewritten. Action plan is not rewritten.		2	
Comments: Passing grade is 80%				Total Score: %		

Preceptor signature _____

Date: _____

Intern signature _____

Date: _____

**Andrews University Nutrition and Dietetics Internship Program
Menu Design Rubric**

Name: _____

Date: _____

Document	Excellent (5)	Acceptable (4)	Needs improvement (3)	Raw Score	Weight	Final Score
Menu	Menu includes all required components. Descriptive and creative wording is used. Menu includes good variety	Menu includes most required components. Descriptive and creative wording is not used consistently. Menu includes fair variety	Menu does not include all required components or is not submitted on time. Very little descriptive or creative wording is used. Menu is repetitive		4	
Modified Diets	All items included on modified or therapeutic diet menus are acceptable for the diet	Most menu items included on modified or therapeutic menus are acceptable for the diet	Many menu items included on modified or therapeutic menus are not acceptable for the diet		4	
Final Standardized Recipes for Entrees Only	Recipes for entrees are included for each menu item with sources referenced. Includes vegetarian alternatives. All recipes are included and typed in a standardized format	Recipes for entrees are included for most items. Some of the vegetarian alternatives are not acceptable. Most recipes are typed in a standardized format	Many recipes are missing. Sources are not referenced. Vegetarian alternatives are missing or not acceptable. Recipes are not typed in a standardized format		4	
Comments:						
Grammar/punctuation	No grammatical or spelling errors, easy to read, and neat	1 error, includes partial information	2 or more errors, confusing		2	
Focused on the target audience	Design menu according to the target audience, includes menu items that are familiar to target audience	Includes menu items familiar to the target audience most of the time	Occasionally includes unfamiliar foods to target audience		2	
Guidelines for menu planning	Follows all guidelines, no repetitions of foods, menu combinations are appropriate	Follow most of the guidelines. Some of the menu combinations can improve.	Follow some of the guidelines, has various menu combinations that are not appropriate		2	
Pride	Intern shows great effort in developing the menu, reflects the intern's best efforts	Work reflects a strong effort from this intern	Work reflects very little effort on the part of this intern		2	
Comments:				Total score: %		
Passing grade is 80% This rubric needs to be done at least once in the outpatient setting. Up to 10 points extra credit for including Renal options.						

Preceptor signature _____

Date: _____

Intern signature _____

Date: _____

Andrews University Nutrition and Dietetics Internship Program: Theme Meal Rubric

Name: _____

Date: _____

Document	Excellent (5)	Acceptable (4)	Needs improvement (3)	Raw Score	Weight	Final Score
Menu Theme Parameters	A unique theme is identified. All areas are adequately described. Creativity in theme meal planning is evident. Identify effective use of equipment, staff and time constraints.	A unique theme is identified. Most areas are adequately described. Creativity in theme meal planning is somewhat evident. Use somewhat effectively the equipment, staff and time constraints.	Theme is not appropriate as a unique occasion. Descriptions are inadequate to visualize theme. Limited or no creativity is evident. Don't use effectively the equipment, staff and doesn't meet time constraints.		2	
Menu and/or Recipes	Menu includes all required components. Descriptive and creative wording is somewhat used. Recipes are included for each menu item with sources referenced. Menu and recipes are appropriate for theme.	Menu includes all required components. Descriptive and creative wording is not used. Recipes are included. Menu and recipes are appropriate for theme.	Menu does not include all required components or is not submitted. No descriptive or creative wording is used. Some recipes are missing. Sources are not referenced. Menu and recipes may not be appropriate for theme		5	
Final Standardized Recipes	All recipes are included and typed in a standardized format.	All recipes are included and typed in a somewhat standardized format.	All recipes are included but not typed in a standardized format.		6	
Comments:						
Recipe Costing Forms	A recipe costing form is correctly completed for each recipe. Recipe costs fit within budget guidelines.	A recipe costing form is mostly correctly completed for each recipe. Recipe costs fit within budget guidelines	A recipe costing form is somewhat correctly completed for each recipe. Recipe costs do not fit within budget guidelines.		2	
Purchase Order	Purchase order is correctly completed with appropriate food specifications. Total food costs fit within budget guidelines.	P.O. is mostly correctly completed with appropriate food specifications. Total food costs fit within budget guidelines	P.O. is somewhat correctly completed with some food specifications missing information. Total food costs are slightly over budget guidelines.		1	
Budget Report	Budget report is complete, receipts are included and all expenses are within budget guidelines	Budget report is mostly complete, receipts are included and all expenses are within budget guidelines	Budget report is somewhat complete, receipts are included. Expenses are slightly over budget guidelines.		1	
Production Schedule	Responsible for the production schedule. Takes initiative to be in the kitchen assisting with prep. Coordinate the overall flow of meal from planning to serving.	Missed some of the steps of the production schedule. Available assisting with prep. Able to coordinate overall flow of meal but needs guidance.	Missed several steps of the production schedule. Available assisting with prep. Able to coordinate overall flow of meal but needs much guidance		2	
Theme Meal Evaluation	Prepares a measurable tool to evaluate customer satisfaction. Includes recommendations based on results of the evaluation.	Prepares a measurable tool to evaluate customer satisfaction. The recommendations were not fully targeting customer satisfaction results.	The evaluation tool doesn't provide measurable results. Therefore the recommendations were not acceptable.		1	
Comments:				Total Score: %		
Passing grade is 80%						

Preceptor signature _____

Date: _____

Intern signature _____

Date: _____

**Andrews University Nutrition and Dietetics Internship Program
Clinical Performance Improvement Rubric**

Name: _____

Date: _____

Skills	Excellent (3)	Acceptable (2)	Needs improvement (1)	Raw Score	Weight	Final Score
Customer Satisfaction/ Quality Control Tool Assessment	Conduct clinical service quality management activities. Determine appropriate diagnostic tool to be used to collect more detailed data (nutrition screening compliance, timeliness of assessment and reassessment, appropriateness of nutrition support, etc.). Data assessment is accurate.	Determine appropriate diagnostic tool to be used to collect more detailed data (nutrition screening compliance, timeliness of assessment and reassessment, appropriateness of nutrition support, etc). Missing some parts of the data assessment is accurate.	The diagnostic tool to be used to collect more detailed data (nutrition screening compliance, timeliness of assessment and reassessment, appropriateness of nutrition support, etc) is inappropriate. Data assessment is inaccurate.		5	
Comments:						
Quality Diagnostic Statement	Able to diagnose/identify casual factors for performance improvement initiative	Able to diagnose/identify partially factors for performance improvement initiative.	Unable to diagnose/identify factors for performance improvement initiative.		5	
Comments:						
Action Plan and Goal (Plan)	Operational action steps are defined with identified implementation date and responsible person identified. New data goal to achieve after plan implementation developed is measurable.	Operational action steps are partially defined with identified implementation date and responsible person identified. New data goal to achieve after plan implementation developed is measurable.	Operational action steps are not defined with identified implementation date and responsible person identified. New data goal to achieve after plan implementation developed is not measurable.		10	
Comments:						
Action Plan Implementation (Do)	Implements steps according to plan. Plan steps are thoroughly communicated	Implements steps according to plan. Plan steps are not thoroughly communicated	Implements steps according to plan. Plan steps are not communicated.		10	
Comments:						
Documentation (Check/Act)	Follow up data is documented to see if goal is achieved. Policies and /or procedures are rewritten, if necessary, in appropriate format. If goal not achieved, action plan is rewritten.	Follow up data is partially documented to see if goal is achieved. Policies and/or procedures are rewritten, if necessary, in appropriate format. If goal not achieved, action plan is partially rewritten.	Fail to follow up data is documented to see if goal is achieved. Incomplete policies and /or procedures rewritten. Action plan is not rewritten.		3.3	
Comments: passing)				Total Score: % (≥ 80% required for		

Preceptor signature _____

Date: _____

Intern signature _____

Date: _____

Andrews University Dietetic Internship Program: Diet Counselling Rubric

Name: _____

Date: _____

Category	Excellent (5)	Acceptable (4)	Needs Improvement (3)	Raw Score	Weight	Final Score
Introduction	States objectives of diet counseling and introduce herself/himself and check if correct client.	Fails to state the objectives or introduces herself/himself or failed to check if correct client	Fails to state the objectives and introduces herself/himself and check if correct client.		1	
Comments:						
Oral/non- verbal communication	Maintains eye contact most of the time and reads notes seldom. No vocalized pauses (uh, well, um, etc.) are noticed.	Maintains eye contact and reads some of the report. One to five vocalized pauses are noticed.	Reads all information with no eye contact. Speaks too quiet, mumbles incorrectly. Ten or more vocalized pauses are noticed.		2	
Comments:						
Individualized counseling	Begin counseling of the priority modifications for the nutrition issue of most concern to client's health and well-being. Considers client's cultural and education background.	Begin counseling of the priority modifications for the nutrition issue of most concern to client's health and well-being but sometimes wanders to another topic. Considers client's cultural and education background most of the time.	Counseling was not focused on nutrition issue of most concern to client's health and well-being. Rarely considers client's cultural and education background.		3	
Comments:						
Nutrition counseling	Assess client readiness for counseling and gear session based on his/her readiness. Provides correct information at all times, didn't omit important information. Explained all terms in lay language.	Assess client readiness but didn't gear the session based on his/her readiness. Provides correct information most of the time but omitted important information or didn't explain one of the technical terms.	Failed to assess client readiness or didn't gear the counseling based on his/her readiness. Provides correct information but had several errors or omitted important information or didn't explain some of the technical terms.		6	
Comments:						
Handouts and materials	All handouts are appropriate for client's degree of understanding	Some of the handouts have technical information that is not explained.	Not appropriate for client's degree of understanding.		3	
Conducted feedback activity to assess client/patient learning	Conducted an appropriate activity to assess client learning and help client set goals.	Either failed to conduct an appropriate activity to assess client learning or didn't help client set goals.	Failed both to conduct an appropriate activity to assess client learning and didn't help client set goals.		2	
Comments:						
Preparation before counseling	All anthropometrics, nutrient calculations, dietary assessment done ahead of time.	Didn't complete all calculations or anthropometrics or assessment.	Failed to do calculations and/or anthropometrics or assessment		3	
Comments:						
					Total score:	%
Passing grade is 80% This rubric needs to be done at least once in the outpatient setting.						

Preceptor Signature: _____

Intern Signature: _____

Date: _____

Date: _____

**Andrews University Nutrition and Dietetics Internship Program
Diet Education Rubric**

Name: _____

Date: _____

Midway:___ Staff relief:___

Category	Excellent (5)	Acceptable (4)	Needs Improvement (3)	Raw Score	Weight	Final Score
Purpose	States objectives of diet instruction and introduce herself/himself and check if correct patient/client.	Fails to state the objectives or introduces herself/himself or failed to check if correct patient/client.	Fails to state the objectives and introduces herself/himself and check if correct patient/client.		1	
Comments:						
Oral/non- verbal communication	Maintains eye contact most of the time and reads notes seldom. No vocalized pauses (uh, well, um, etc.) are noticed.	Maintains eye contact and reads some of the report. One to five vocalized pauses are noticed.	Reads all information with no eye contact. Speaks too quiet, mumbles incorrectly. Ten or more vocalized pauses are noticed.		2	
Comments:						
Individualized education	Begin instruction of the priority modification for the nutrition issue of most concern to patient's health and well-being. Considers patient's cultural and education background.	Begin instruction of the priority modification for the nutrition issue of most concern to patient's health and well-being but sometimes wander to another topic. Considers patient's cultural and education background most of the time.	Education was not focused on the nutrition issue that patient has the most concern. Rarely considers patient's cultural and education background.		3	
Comments:						
Nutrition Content	Provides correct information at all times, didn't leave out important information. Explained all terms in lay language.	Provides correct information most of the time but stated one error in the information or left out some important information or didn't explain one of the technical terms.	Provides correct information but had several errors or left out some important information or didn't explain some of the technical terms.		6	
Comments:						
Handouts and materials	All handouts are appropriate for patient's degree of understanding	Some of the handouts have technical information that is not explained.	Not appropriate for patient's degree of understanding.		3	
Conducted feedback activity to assess client/patient learning	Conducted an appropriate activity to assess patient/client learning and help patient set goals.	Either failed to conduct an appropriate activity to assess patient/client learning or didn't help patient set goals.	Failed both to conduct an appropriate activity to assess patient/client learning and didn't help patient set goals.		2	
Comments:						
Preparation before education	All anthropometrics, nutrient calculations, dietary assessment done ahead of time.	Didn't complete all calculations or anthropometrics or assessment.	Failed to do calculations and/or anthropometrics or assessment		3	
Comments:				Total score: %		
Passing grade is 80% NOTE: This rubric needs to be done by midway of the clinical section and during clinical staff relief						

Preceptor Signature: _____

Date: _____

Intern Signature: _____

Date: _____

**Andrews University Nutrition and Dietetics Internship Program
Diet Education Rubric**

Name: _____

Date: _____

Midway: ___ Staff relief: ___

Category	Excellent (5)	Acceptable (4)	Needs Improvement (3)	Raw Score	Weight	Final Score
Purpose	States objectives of diet instruction and introduce herself/himself and check if correct patient/client.	Fails to state the objectives or introduces herself/himself or failed to check if correct patient/client.	Fails to state the objectives and introduces herself/himself and check if correct patient/client.		1	
Comments:						
Oral/non- verbal communication	Maintains eye contact most of the time and reads notes seldom. No vocalized pauses (uh, well, um, etc.) are noticed.	Maintains eye contact and reads some of the report. One to five vocalized pauses are noticed.	Reads all information with no eye contact. Speaks too quiet, mumbles incorrectly. Ten or more vocalized pauses are noticed.		2	
Comments:						
Individualized education	Begin instruction of the priority modification for the nutrition issue of most concern to patient's health and well-being. Considers patient's cultural and education background.	Begin instruction of the priority modification for the nutrition issue of most concern to patient's health and well-being but sometimes wander to another topic. Considers patient's cultural and education background most of the time.	Education was not focused on the nutrition issue that patient has the most concern. Rarely considers patient's cultural and education background.		3	
Comments:						
Nutrition Content	Provides correct information at all times, didn't leave out important information. Explained all terms in lay language.	Provides correct information most of the time but stated one error in the information or left out some important information or didn't explain one of the technical terms.	Provides correct information but had several errors or left out some important information or didn't explain some of the technical terms.		6	
Comments:						
Handouts and materials	All handouts are appropriate for patient's degree of understanding	Some of the handouts have technical information that is not explained.	Not appropriate for patient's degree of understanding.		3	
Conducted feedback activity to assess client/patient learning	Conducted an appropriate activity to assess patient/client learning and help patient set goals.	Either failed to conduct an appropriate activity to assess patient/client learning or didn't help patient set goals.	Failed both to conduct an appropriate activity to assess patient/client learning and didn't help patient set goals.		2	
Comments:						
Preparation before education	All anthropometrics, nutrient calculations, dietary assessment done ahead of time.	Didn't complete all calculations or anthropometrics or assessment.	Failed to do calculations and/or anthropometrics or assessment		3	
Comments:				Total score: %		
Passing grade is 80% NOTE: This rubric needs to be done by midway of the clinical section and during clinical staff relief						

Preceptor Signature: _____ Date: _____

Intern Signature: _____ Date: _____

**Andrews University Nutrition and Dietetics Internship Program
Nutrition Care Process Rubric**

Name: _____

Date: _____

Midway: _____ Staff Relief: _____

Category	Excellent (5)	Acceptable (4)	Needs Improvement (3)	Raw Score	Weight	Final Score
Nutrition Assessment	Nutrition data is complete and accurate. Nutrition calculations are complete and accurate.	Nutrition data is complete but contains an error. Nutrition calculations are missing one component and/or contain an error.	Nutrition data is incomplete and contain more than one error. Nutrient calculations are incomplete and/or contain multiple errors.		3	
Comments:						
Nutrition Diagnostic Labe	Identifies the nutritional problem accurately. PES statement utilizing the NCP language is properly written.	Identifies the nutritional problem accurately. PES statement utilizing the NCP language contains one error.	Identifies the nutritional problem inaccurately. PES statement does not properly utilize the NCP language and/or contains errors.		6	
Comments:						
Intervention and Goal	Utilizes NCP language for intervention. Intervention(s) are appropriate; aimed at the etiology or the improvement of signs and symptoms. Goal(s) are measurable and realistic.	Utilizes NCP language for intervention. Intervention(s) are appropriate; aimed at the etiology or the improvement of signs and symptoms. Goal(s) are measurable and realistic. Contains one error.	Utilizes NCP language for intervention(s). Intervention(s) are not appropriate to the etiology and signs/symptoms. Goal is not measurable and realistic. Contains more than one error.		5	
Comments:						
Nutrition Education	Education is based on client/patient knowledge. Materials are complete and appropriate.	Education is based on client/patient knowledge. Uses appropriate materials but work is incomplete.	Education is not based on client/patient knowledge. Materials may not be appropriate and/or complete.		3	
Comments:						
Documentation	Uses approved abbreviations. Legible handwriting/correct typing. Signed and dated.	Uses approved abbreviations except for one error. Signed and dated. Legible.	Contains more than one incorrect abbreviation. Signature and/or date missing.		3	
Comments:						
				Total score:		%
Passing grade is 80% Note: This rubric needs to be done midway through the clinical section <u>and</u> during staff relief.						

Preceptor Signature: _____

Date: _____

Intern Signature: _____

Date: _____

**Andrews University Nutrition and Dietetics Internship Program
Nutrition Care Process Rubric**

Name: _____

Date: _____

Midway: _____ Staff Relief: _____

Category	Excellent (5)	Acceptable (4)	Needs Improvement (3)	Raw Score	Weight	Final Score
Nutrition Assessment	Nutrition data is complete and accurate. Nutrition calculations are complete and accurate.	Nutrition data is complete but contains an error. Nutrition calculations are missing one component and/or contain an error.	Nutrition data is incomplete and contain more than one error. Nutrient calculations are incomplete and/or contain multiple errors.		3	
Comments:						
Nutrition Diagnostic Labe	Identifies the nutritional problem accurately. PES statement utilizing the NCP language is properly written.	Identifies the nutritional problem accurately. PES statement utilizing the NCP language contains one error.	Identifies the nutritional problem inaccurately. PES statement does not properly utilize the NCP language and/or contains errors.		6	
Comments:						
Intervention and Goal	Utilizes NCP language for intervention. Intervention(s) are appropriate; aimed at the etiology or the improvement of signs and symptoms. Goal(s) are measurable and realistic.	Utilizes NCP language for intervention. Intervention(s) are appropriate; aimed at the etiology or the improvement of signs and symptoms. Goal(s) are measurable and realistic. Contains one error.	Utilizes NCP language for intervention(s). Intervention(s) are not appropriate to the etiology and signs/symptoms. Goal is not measurable and realistic. Contains more than one error.		5	
Comments:						
Nutrition Education	Education is based on client/patient knowledge. Materials are complete and appropriate.	Education is based on client/patient knowledge. Uses appropriate materials but work is incomplete.	Education is not based on client/patient knowledge. Materials may not be appropriate and/or complete.		3	
Comments:						
Documentation	Uses approved abbreviations. Legible handwriting/correct typing. Signed and dated.	Uses approved abbreviations except for one error. Signed and dated. Legible.	Contains more than one incorrect abbreviation. Signature and/or date missing.		3	
Comments:						
				Total score:		%
Passing grade is 80% Note: This rubric needs to be done midway through the clinical section <u>and</u> during staff relief.						

Preceptor Signature: _____

Date: _____

Intern Signature: _____

Date: _____

**Andrews University Nutrition and Dietetics Internship Program
Oral Presentation Rubric**

Name: _____

Date: _____

Food Service: _____

Clinical: _____

Category	Excellent (5)	Acceptable (4)	Needs Improvement (3)	Raw Score	Weight	Final Score
Verbal	Good flow. Some minor pauses which do not distract from the presentation. Speaks comfortably with only occasional use of notes.	Occasional pauses with poor flow. Some distracting uses of "um" or similar. Occasionally reads rather than speaking.	Noticeable pauses as presenter gets lost/loses flow frequently. Distracting amount of "ums, hold on, like" or similar. Reads presentation rather than speaking comfortably.		2	
Physical	Good use of notes/technology which is largely unnoticeable by audience. Eye contact is maintained through majority of presentation.	Some fumbling with notes/technology observed occasionally, but does not distract from presentation. Some eye contact.	Fidgeting and/or fumbling with notes/technology are noted throughout and distract from presentation. Does not make eye contact.		3	
Interest	Presenter is enthusiastic and engaged with the topic. Comfortable with audience and able to hold their attention.	Presenter is engaged with topic. Somewhat in tune with audience' attention.	Presenter shows discomfort with topic or disinterest. Unable to maintain audience' attention.		2	
Topic Knowledge	Excellent working knowledge of topic demonstrating understanding of processes and research in the area, as well as its application for the audience.	General knowledge of the topic with some demonstration of understanding processes, research, and application for the audience.	Poor knowledge of the topic which lacks a demonstration of understand the processes, research, and application for the audience.		3	
Ability to Answer Questions	Presenter is comfortable with topic and able to answer questions thoroughly, drawing on research and application. Able to point to references as appropriate.	Presenter is competent to answer most questions. Somewhat able to draw on research and applications. Makes some use of resources.	Presenter is unable to answer most questions. Does not make use of research and application knowledge. Does not utilize resources competently.		3	
Professionalism	Demonstrates professionalism through thorough preparation, being early to prepare and setup on-site, appearance, cultural sensitivity and respect, and response constructive criticism from preceptors.	Demonstrates some professionalism through preparation, timeliness, dress, cultural sensitivity and respect, and acceptance of constructive criticism from preceptors.	Does not adequately demonstrate professionalism. Lacks in some areas such as preparation, timeliness, dress, cultural sensitivity and acceptance of feedback from preceptors.		1	
Visual Aids	Slides are well organized, clear, and easy to follow. They enhance the presentation and show thoughtful preparation.	Slides are organized and go along with presenter's flow adequately. They are not too wordy or confusing.	Slides are not well organized or clear; too wordy and/or not in line with presenters flow.		2	
Organization	Clear introduction, body, and conclusion with good application of research.	Clear introduction, body, and conclusion with some application of research.	Unclear introduction, body, and/or conclusion. Lacking application of research.		3	
Resources	Reliable and current sources. Presenter shows familiarity with contents of resources. Citations are formatted correctly.	Reliable sources which are mostly current. Presenter shows some familiarity with content. Citations are mostly formatted correctly with only a few minor errors.	Unreliable sources and/or out-of-date. Presenter seems unfamiliar with content of resources. Citations are not properly formatted.		1	
Passing grade is 80% (This rubric can be used with any presentation you give)				Total score:		%
Comments: (may use back of sheet for additional comments)						

Preceptor Signature: _____ Date: _____

Intern Signature: _____ Date: _____

**Andrews University Nutrition and Dietetics Internship Program
Oral Presentation Rubric**

Name: _____

Date: _____

Food Service: _____

Clinical: _____

Category	Excellent (5)	Acceptable (4)	Needs Improvement (3)	Raw Score	Weight	Final Score
Verbal	Good flow. Some minor pauses which do not distract from the presentation. Speaks comfortably with only occasional use of notes.	Occasional pauses with poor flow. Some distracting uses of "um" or similar. Occasionally reads rather than speaking.	Noticeable pauses as presenter gets lost/loses flow frequently. Distracting amount of "ums, hold on, like" or similar. Reads presentation rather than speaking comfortably.		2	
Physical	Good use of notes/technology which is largely unnoticeable by audience. Eye contact is maintained through majority of presentation.	Some fumbling with notes/technology observed occasionally, but does not distract from presentation. Some eye contact.	Fidgeting and/or fumbling with notes/technology are noted throughout and distract from presentation. Does not make eye contact.		3	
Interest	Presenter is enthusiastic and engaged with the topic. Comfortable with audience and able to hold their attention.	Presenter is engaged with topic. Somewhat in tune with audience' attention.	Presenter shows discomfort with topic or disinterest. Unable to maintain audience' attention.		2	
Topic Knowledge	Excellent working knowledge of topic demonstrating understanding of processes and research in the area, as well as its application for the audience.	General knowledge of the topic with some demonstration of understanding processes, research, and application for the audience.	Poor knowledge of the topic which lacks a demonstration of understand the processes, research, and application for the audience.		3	
Ability to Answer Questions	Presenter is comfortable with topic and able to answer questions thoroughly, drawing on research and application. Able to point to references as appropriate.	Presenter is competent to answer most questions. Somewhat able to draw on research and applications. Makes some use of resources.	Presenter is unable to answer most questions. Does not make use of research and application knowledge. Does not utilize resources competently.		3	
Professionalism	Demonstrates professionalism through thorough preparation, being early to prepare and setup on-site, appearance, cultural sensitivity and respect, and response constructive criticism from preceptors.	Demonstrates some professionalism through preparation, timeliness, dress, cultural sensitivity and respect, and acceptance of constructive criticism from preceptors.	Does not adequately demonstrate professionalism. Lacks in some areas such as preparation, timeliness, dress, cultural sensitivity and acceptance of feedback from preceptors.		1	
Visual Aids	Slides are well organized, clear, and easy to follow. They enhance the presentation and show thoughtful preparation.	Slides are organized and go along with presenter's flow adequately. They are not too wordy or confusing.	Slides are not well organized or clear; too wordy and/or not in line with presenters flow.		2	
Organization	Clear introduction, body, and conclusion with good application of research.	Clear introduction, body, and conclusion with some application of research.	Unclear introduction, body, and/or conclusion. Lacking application of research.		3	
Resources	Reliable and current sources. Presenter shows familiarity with contents of resources. Citations are formatted correctly.	Reliable sources which are mostly current. Presenter shows some familiarity with content. Citations are mostly formatted correctly with only a few minor errors.	Unreliable sources and/or out-of-date. Presenter seems unfamiliar with content of resources. Citations are not properly formatted.		1	
Passing grade is 80% (This rubric can be used with any presentation you give)				Total score:		%
Comments: <i>(may use back of sheet for additional comments)</i>						

Preceptor Signature: _____ Date: _____

Intern Signature: _____ Date: _____

**Andrews University Nutrition and Dietetics Internship Program
Oral Presentation Rubric**

Name: _____

Date: _____

Food Service: _____

Clinical: _____

Category	Excellent (5)	Acceptable (4)	Needs Improvement (3)	Raw Score	Weight	Final Score
Verbal	Good flow. Some minor pauses which do not distract from the presentation. Speaks comfortably with only occasional use of notes.	Occasional pauses with poor flow. Some distracting uses of "um" or similar. Occasionally reads rather than speaking.	Noticeable pauses as presenter gets lost/loses flow frequently. Distracting amount of "ums, hold on, like" or similar. Reads presentation rather than speaking comfortably.		2	
Physical	Good use of notes/technology which is largely unnoticeable by audience. Eye contact is maintained through majority of presentation.	Some fumbling with notes/technology observed occasionally, but does not distract from presentation. Some eye contact.	Fidgeting and/or fumbling with notes/technology are noted throughout and distract from presentation. Does not make eye contact.		3	
Interest	Presenter is enthusiastic and engaged with the topic. Comfortable with audience and able to hold their attention.	Presenter is engaged with topic. Somewhat in tune with audience' attention.	Presenter shows discomfort with topic or disinterest. Unable to maintain audience' attention.		2	
Topic Knowledge	Excellent working knowledge of topic demonstrating understanding of processes and research in the area, as well as its application for the audience.	General knowledge of the topic with some demonstration of understanding processes, research, and application for the audience.	Poor knowledge of the topic which lacks a demonstration of understand the processes, research, and application for the audience.		3	
Ability to Answer Questions	Presenter is comfortable with topic and able to answer questions thoroughly, drawing on research and application. Able to point to references as appropriate.	Presenter is competent to answer most questions. Somewhat able to draw on research and applications. Makes some use of resources.	Presenter is unable to answer most questions. Does not make use of research and application knowledge. Does not utilize resources competently.		3	
Professionalism	Demonstrates professionalism through thorough preparation, being early to prepare and setup on-site, appearance, cultural sensitivity and respect, and response constructive criticism from preceptors.	Demonstrates some professionalism through preparation, timeliness, dress, cultural sensitivity and respect, and acceptance of constructive criticism from preceptors.	Does not adequately demonstrate professionalism. Lacks in some areas such as preparation, timeliness, dress, cultural sensitivity and acceptance of feedback from preceptors.		1	
Visual Aids	Slides are well organized, clear, and easy to follow. They enhance the presentation and show thoughtful preparation.	Slides are organized and go along with presenter's flow adequately. They are not too wordy or confusing.	Slides are not well organized or clear; too wordy and/or not in line with presenters flow.		2	
Organization	Clear introduction, body, and conclusion with good application of research.	Clear introduction, body, and conclusion with some application of research.	Unclear introduction, body, and/or conclusion. Lacking application of research.		3	
Resources	Reliable and current sources. Presenter shows familiarity with contents of resources. Citations are formatted correctly.	Reliable sources which are mostly current. Presenter shows some familiarity with content. Citations are mostly formatted correctly with only a few minor errors.	Unreliable sources and/or out-of-date. Presenter seems unfamiliar with content of resources. Citations are not properly formatted.		1	
Passing grade is 80% (This rubric can be used with any presentation you give)				Total score:		%
Comments: <i>(may use back of sheet for additional comments)</i>						

Preceptor Signature: _____ Date: _____

Intern Signature: _____ Date: _____

Andrews University Nutrition and Dietetics Internship Program

Written Case Study Rubric

Name: _____

Case title _____

Major:

Minor:

Category	Excellent (5)	Acceptable (4)	Needs Improvement (3)	Raw Score	Weight	Final Score
Introduction	The introduction presents the overall topic and draws the reader into the presentation.	The introduction presents the overall topic somewhat clearly and draws the reader into the presentation.	The introduction does not present the overall topic clearly. The reader is not drawn to the presentation.		1	
Comments:						
Content/knowledge*	The content is written clearly and concisely with logical progression of ideas and supporting information. Follows the case study outline for content and organization. All elements of the case study are present. Shows knowledge of disease process and medications. Recommends appropriate interventions.	The content is written concise but may be unclear. Some parts of the case study lose a logical progression of ideas and may miss supporting information. Follows the case study outline for content and organization most of the time. Shows knowledge of disease process & medications. Recommends appropriate interventions most of the time.	The content is written unclearly with illogical progression of ideas and supporting information. Follows the case study outline for content and organization most of the time. Doesn't have a clear understanding of disease process. May or may not recommend appropriate interventions.		6	
Comments:						
MNT/Calculations:	Applies evidence-based guidelines in the Nutrition Care Process. Justifies choice of MNT based on evidence. Nutrient calculations are accurate. Accurate analysis of previous diet is included.	Misses some elements of the Nutrition Care Process. 1 nutrient calculations is inaccurate. Analysis of previous diet is included with some inaccuracies.	No evidence of using the best MNT. 2 or more calculations are incorrect. Analysis of previous diet is missing.		6	
Comments:						
Text Elements/ Mechanics:	The fonts are easy to read. The layout is visually pleasing and contributes to overall message. The text is written with one error or less in grammar, capitalization, punctuation, and spelling. Cover page with title is present.	The fonts are easy to read. The layout is good. The text is written with 2-3 errors in grammar, capitalization, punctuation, and spelling. Cover page is incomplete	The fonts are not easy to read. The layout is average. The text is written with more than 3 errors in grammar, capitalization, punctuation, and spelling. No cover page.		2	
Comments:						
Research/Citations:	Evaluates emerging research for application of dietetic practice. Research of disease process is complete. Sources of information are properly cited and not more than 5 years old (exception if a classic citation) There are 10 or more citations for the major case study and 5 citations for the minor case study	Incomplete evaluation of research. Sources of information are properly cited and not more than 5 years old. Missing 2 citations for major case study & 1 for minor case study.	Missing major evaluations of research. Sources of information are not properly cited or some citations are older than 5 years. Missing more than 2 citations for major case study & more than 1 for minor case study.		5	
Comments:						
					Total score:	%
*See Case Study Outline for content. 10% deduction for turning in later than due date. Passing grade is 80%. (Please include corrected case study with rubric)						

Preceptor's Signature _____

Date: _____

Intern's Signature _____

Date: _____

Andrews University Nutrition and Dietetics Internship Program

Written Case Study Rubric

Name: _____

Case title _____

Major:

Minor:

Category	Excellent (5)	Acceptable (4)	Needs Improvement (3)	Raw Score	Weight	Final Score
Introduction	The introduction presents the overall topic and draws the reader into the presentation.	The introduction presents the overall topic somewhat clearly and draws the reader into the presentation.	The introduction does not present the overall topic clearly. The reader is not drawn to the presentation.		1	
Comments:						
Content/knowledge*	The content is written clearly and concisely with logical progression of ideas and supporting information. Follows the case study outline for content and organization. All elements of the case study are present. Shows knowledge of disease process and medications. Recommends appropriate interventions.	The content is written concise but may be unclear. Some parts of the case study lose a logical progression of ideas and may miss supporting information. Follows the case study outline for content and organization most of the time. Shows knowledge of disease process & medications. Recommends appropriate interventions most of the time.	The content is written unclearly with illogical progression of ideas and supporting information. Follows the case study outline for content and organization most of the time. Doesn't have a clear understanding of disease process. May or may not recommend appropriate interventions.		6	
Comments:						
MNT/Calculations:	Applies evidence-based guidelines in the Nutrition Care Process. Justifies choice of MNT based on evidence. Nutrient calculations are accurate. Accurate analysis of previous diet is included.	Misses some elements of the Nutrition Care Process. 1 nutrient calculations is inaccurate. Analysis of previous diet is included with some inaccuracies.	No evidence of using the best MNT. 2 or more calculations are incorrect. Analysis of previous diet is missing.		6	
Comments:						
Text Elements/ Mechanics:	The fonts are easy to read. The layout is visually pleasing and contributes to overall message. The text is written with one error or less in grammar, capitalization, punctuation, and spelling. Cover page with title is present.	The fonts are easy to read. The layout is good. The text is written with 2-3 errors in grammar, capitalization, punctuation, and spelling. Cover page is incomplete	The fonts are not easy to read. The layout is average. The text is written with more than 3 errors in grammar, capitalization, punctuation, and spelling. No cover page.		2	
Comments:						
Research/Citations:	Evaluates emerging research for application of dietetic practice. Research of disease process is complete. Sources of information are properly cited and not more than 5 years old (exception if a classic citation) There are 10 or more citations for the major case study and 5 citations for the minor case study	Incomplete evaluation of research. Sources of information are properly cited and not more than 5 years old. Missing 2 citations for major case study & 1 for minor case study.	Missing major evaluations of research. Sources of information are not properly cited or some citations are older than 5 years. Missing more than 2 citations for major case study & more than 1 for minor case study.		5	
Comments:						
					Total score:	%
*See Case Study Outline for content. 10% deduction for turning in later than due date. Passing grade is 80%. (Please include corrected case study with rubric)						

Preceptor's Signature _____

Date: _____

Intern's Signature _____

Date: _____

Andrews University Nutrition and Dietetics Internship Program: Research Paper Rubric

Name: _____ Research Topic _____

Category	Excellent (5)	Acceptable (4)	Needs Improvement (3)	Raw Score	Weight	Final Score
Introduction	The introduction presents the overall topic and draws the reader into the body of the paper.	The introduction presents the overall topic somewhat clearly and draws the reader into the body of the paper.	The introduction does not present the overall topic clearly. The reader is not drawn to the body of the paper.		1	
Comments:						
Content/knowledge*	The content is written clearly and concisely with logical progression of ideas and supporting information. Follows the research paper outline for content and organization. All elements of the paper are present. Shows knowledge of disease process as well as current research and application for dietetics practice and MNT.	The content is written concisely but may be unclear. Some parts of the paper lose a logical progression of ideas and may miss supporting information. Follows the paper outline for content and organization most of the time. Shows some knowledge of disease process, as well as current research and applications and MNT.	The content is written unclearly with illogical progression of ideas and supporting information. Follows the paper outline for content and organization some of the time. Doesn't have a clear understanding of disease process, and does not adequately address current research and applications and MNT.		6	
Comments:						
MNT/Calculations:	Explains reasoning for common MNT interventions. Examines current research with possible applications for MNT. Any relevant nutrient calculations are accurate.	Misses some elements of current recommended MNT interventions. Examines some current research with only minor discussion of applications for MNT. 1 relevant nutrient calculation is inaccurate.	No discussion of current MNT interventions. Does not adequately examine current research for applications in MNT. 2 or more relevant nutrient calculations are inaccurate.		5	
Comments:						
Text Elements/ Mechanics:	The fonts are easy to read. The layout is visually pleasing and contributes to overall message. The text is written with one error or less in grammar, capitalization, punctuation, and spelling. Cover page with title is present.	The fonts are easy to read. The layout is good. The text is written with 2-3 errors in grammar, capitalization, punctuation, and spelling. Cover page is incomplete	The fonts are not easy to read. The layout is average. The text is written with more than 3 errors in grammar, capitalization, punctuation, and spelling. No cover page.		2	
Comments:						
Research/Citations:	Evaluates emerging research for application of dietetic practice. Research of disease process is complete. Sources of information are properly cited and not more than 5 years old (exception if a classic citation). The recommended minimum # of citations is met.	Incomplete evaluation of research. Sources of information are properly cited and not more than 5 years old. Short 1-2 citations.	Missing major evaluations of research. Sources of information are not properly cited or some citations are older than 5 years. Missing more than 2 citations to meet the minimum.		6	
Comments:						
				Total score:		%
*See Research Paper Outline for content. 10% deduction for turning in later than due date. Passing grade is 80%. (Please include corrected paper with rubric)						

Preceptor's Signature _____

Date: _____

Intern's Signature _____

Date: _____

Andrews University Internship Program of Nutrition & Dietetics E- Portfolio Rubric

Name:		Date:					
CATEGORY	Explanations	3	2	1	Raw score	Weight	Final Score
Clear, organized, and professional format	Cover page, table of contents, dividers are available and demonstrate the use of clear, well organized and accurate written communication.	Provides high quality work	Provides work that occasional needs to be checked/redone to ensure quality	Provides work that usually needs to be checked/redone to ensure quality		6	
Layout and Text Elements	No grammatical or spelling errors, format easy to read. Fonts, point size, bullets, bold and indentations for headings	Generally is easy to read. Only 1 error is present.	2-4 errors, partial information	more than 4 errors, format is difficult to read		6	
Comments:							
Content/Reflections	All parts of the portfolio are present. All reflections clearly identified and described professional growth goals of lifelong learning.	All parts of the portfolio are present, but missing one the reflections of the entries	Missing one part of the portfolio or missing two reflections of the entries	Missing more than one part of the portfolio or missing more than two of the reflections of the entries		9	
Comments:							
Quality of entries	Consistently the qualities of the entries are neat and represent the section of the portfolio.	One of the entries doesn't represent the section correctly.	More than one entry doesn't represent the section accurately.	More than two entries don't represent the section accurately.		7	
Pride	Intern shows great effort in developing the portfolio	Work reflects a strong effort from this intern.	Work reflects some effort from this intern.	Work reflects very little effort on the part of this intern.		5.3	
Comments: Passing grade is 80%					Total Score: %		

Preceptor signature _____

Date: _____

Intern signature _____

Date: _____

Andrews University Internship Program of Nutrition & Dietetics Policy Letter Rubric

Name: _____

Date: _____

Document	Excellent (5)	Acceptable (4)	Needs improvement (3)	Raw Score	Wei ght	Final Score
Introduction:	The introduction presents the overall topic, introduces the author of the letter and draws the reader in.	The introduction presents the overall topic, introduces the author of the letter but fails to grab the reader's attention.	The introduction does not clearly introduce the topic or the author, and fails to grab the reader's attention.		4	
Comments:						
Formatting:	The letter is laid out in a logical manner and easy to read. It expertly covers the info without being overly wordy.	The letter is laid out in a semi-logical manner and easy to read. It adequately covers the topic but is somewhat wordy.	The letter is laid out in an illogical manner and not easy to read. It insufficiently covers the topic and/or is overly wordy.		3	
Content/knowledge:	The letter shows a thorough understanding of the topic and conveys the information in a clear way.	The letter shows some understanding of the topic and conveys the information in a clear way.	The letter does not show a good understanding of the topic and does not communicate information clearly.		5	
Comments:						
Topic Importance:	The letter clearly explains why the issue being addressed is important and is convincing to the reader.	The letter somewhat explains why the issue of the letter is important and somewhat convincing.	The letter fails to convey the importance of the topic and is not convincing.		4	
Comments:						
Solution Proposal:	The intern proposes a clear and reasonable solution or a course of action which the reader can take to address the issue.	The intern proposes a clear solution or course of action which is partially possible for the reader to take.	The intern does not propose a reasonable or clear solution or course of action for the reader to take.		4	
Comments:				Total Score: %		
Passing grade is 80%						

Internship Director signature _____

Date: _____

Intern signature _____

Date: _____

Part B

Internship Program Curriculum

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**Evaluations and Pre/Post tests are REQUIRED for these rotations.*

Community Nutrition

CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

Names of Facilities/Affiliations Johnson County WIC Program, Butler county WIC program, County Department WIC program, Intercare community Health Network, Orange County WIC Program, St. Joseph County WIC program, Public Health Dayton and Montgomery County WIC Program, Kent County Health Department WIC Program, Floyd County Health Department and Kane County WIC program, Access Health WIC Program

Type of Experience/Rotation WIC

Weeks of Supervised Practice 1.0

Practice Hours 40

Didactic Hours 0

Competencies	Example of Planned Experiences (These serve only as guidelines; they are not requirements. Your preceptor may plan different experiences to meet the competency.)	Evaluation Strategies
Scientific and Evidence Base of Practice: integration of scientific information and research into practice		
CRDN 1.3: Justify programs, products, services and care using appropriate evidence or data	CRDN 1.3 Discuss program costs/benefits with preceptor. . Work with WIC clients to assess needs and the benefits they may receive.	Review all CRDNs with supervising RD and include activities in Weekly Report(s). Turn in a written report to the DI Director with weekly report following WIC rotation.
Scientific and Evidence Base of Practice: integration of scientific information and research into practice		
CRDN 2.2: Demonstrate professional writing skills in preparing professional communications (Tip: Examples include research manuscripts, project proposals, education materials, policies and procedures). CRDN 2.4: Function as a member of interprofessional teams.	CRDN 2.2 Conduct a nutrition education class on a food & nutrition topic and develop educational materials for a class/clients in accordance with the needs of your WIC facility. Write a one page report of the experience. CRDN 2.4 Work with WIC staff to understand the function of different professionals in the setting and contribute to completion of workload.	Turn in written report to the DI director. Place a copy of your handout or teaching materials and report in your portfolio.
Clinical and Customer Services: development and delivery of information, products and services to individuals, groups, and populations		
CRDN 3.1: Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings. CRDN 3.4: Design, implement and evaluate presentations to a target audience.	CRDN 3.1 Assess the nutrition status of WIC participants using the NCP. Observe/assist as the clients are assessed for hemoglobin level, height and weight. Document in medical record. CRDN 3.4 Conduct a nutrition education class on a food & nutrition topic if possible. Educate clients on topics relevant to their situation (i.e. nutrition needs for nursing/pregnant women, newborns/toddlers).	

CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

Names of Facilities/Affiliations Upton Middle School/St Joseph Public Schools, Grand Rapids Public Schools, Kettering City Schools, Valley View School District, Birdville Public Schools, Muscogee County Public Schools, Orange County Head Start Program, Head Start Greater Dallas, Berrien Springs Public Schools Presence Health

Type of Experience/Rotation
School Lunch Program or Head Start

Weeks of Supervised Practice 0.5

Practice Hours 20

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Scientific and Evidence Base of practice: integration of scientific information and research into practice.		
CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives	CRDN 1.1 Review the federal government’s policies for children nutrition programs. Conduct plate waste study. (A plate waste study should monitor what students take vs what they consume. Note any particular types of food or dishes which seem to be thrown out by students vs which are acceptable to them. Report on amount of food waste and suggest improvements to the menu/service style/etc as appropriate to reduce waste. Give attention to guidelines the facility may be required to follow such as national and state regulations).	Review all CRDNs with supervising RD and include activities in Weekly Report(s). Write a Plate Waste Report regarding the results/interpretation of the plate waste study. Discuss with supervising RD. Send a copy with your weekly report.
Clinical and Customer Services: development and delivery of information, products and services to individual, groups, and populations.		
CRDN 3.6: Use effective education and counseling skills to facilitate behavior change.	CRDN 3.6 Teach a basic nutrition class in the school system for children or adolescents. Develop educational materials for the class.	Include your teaching materials in your portfolio.
Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.		
<p>CRDN 4.3: Conduct clinical and customer service quality management activities.</p> <p>CRDN 4.5: Analyze quality, financial and productivity data for use in planning.</p> <p>CRDN 4.6: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.</p>	<p>CRDN 4.3 Conduct plate waste study at one meal and evaluate results.</p> <p>CRDN 4.5 Review facility food budget, use of government commodities, menu writing and the distribution systems used in the facility.</p> <p>CRDN 4.6: Examine facility practices and look for ways to reduce waste, to better meet budget constraints, and to ensure regulations regarding environmental issues are being followed.</p>	Write a one page Rotation Report on your sites in School Lunch/Head Start and your teaching experience and send it to the DI program Director.

CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

Names(s) of Facility (ies)/Affiliations(s) Andrews University, Florida Hospital Memorial Medical, Concordia University, St. Francis Hospital Spectrum Health, Huguley Medical Center, Health Care Network, Notre Dame University, Lakeland Health Care, Atrium Medical Center, Florida Hospital Zephyrhills, IU Health LaPorte Hospital, Memorial Hospital of South Bend

Type of Experience/Rotation: Community Wellness

Weeks of Supervised Practice 2.0

Practice Hours 80

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Scientific and Evidence Base of Practice: integration of scientific information and research into practice.		
CRDN 1.6: Incorporate critical-thinking skills in overall practice.	CRDN 1.6 Apply critical-thinking skills when assessing clients in a variety of settings and when selecting topics and teaching methods appropriate for the population/individual and monitoring progress (Tip; critical thinking skill is the ability to analyze and evaluate an issue objectively to form a judgement).	Review all CRDNs with supervising RD and include activities in Weekly Report(s).
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
<p>CRDN 2.3: Demonstrate active participation, teamwork and contributions in group settings.</p> <p>CRDN 2.7: Apply leadership skills to achieve desired outcomes.</p> <p>CRDN 2.8: Demonstrate negotiation skills.</p>	<p>CRDN 2.3 Work with staff/volunteers at site to complete tasks as assigned by the preceptor.</p> <p>CRDN 2.7 Demonstrate leadership skills by planning your class/bulletin board/pamphlet or similar project. Gather necessary supplies, perform research, and implement ideas in accordance project guidelines.</p> <p>CRDN 2.8 Be proactive in working with staff/clients in order to reach goals.</p>	<p>Written report on rotation to be sent to the DI program Director. Place a copy in your portfolio as well.</p>
Clinical and Customer Services: development and delivery of information, products and services to individual, groups, and populations.		

<p>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.</p> <p>CRDN 3.4: Design, implement and evaluate presentations to a target audience.</p> <p>CRDN 3.7: Develop and deliver products, programs or services that promote health, wellness and lifestyle management.</p>	<p>CRDN 3.1 Conduct health assessments/nutrition screens of persons attending the community program, such as blood pressure readings, weight and height, etc as applicable to the setting. Document in accordance with program policy.</p> <p>CRDN 3.4 Conduct nutrition education classes, conduct supermarket tours, run an educational booth at a health fair or other activities that the preceptor approves to fulfill this competency.</p> <p>CRDN 3.7 Talk with supervising RD regarding needs of the placement and then develop a product, program or service to meet that need. This could be a pamphlet, bulletin board, a class curriculum, or other depending on the placement. Participation in a health class/health fair or similar would also be applicable.</p>	<p>If applicable, include a copy of your project in your portfolio.</p>
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CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

Names(s) of Facility(ies)/Affiliations(s) Andrews University, Florida Hospital Memorial Medical, Concordia University, St. Francis Hospital Spectrum Health, Huguley Medical Center, Health Care Network, Notre Dame University, Lakeland Health Care, Atrium Medical Center, Florida Hospital Zephyrhills, IU Health LaPorte Hospital, Memorial Hospital of South Bend

Type of Experience/Rotation: Community Elective

Weeks of Supervised Practice 0.3

Practice Hours 16

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
<p>CRDN 2.2: Demonstrate professional writing skills in preparing professional communications.</p> <p>CRDN 2.13: Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.</p> <p>CRDN 2.14: Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.</p>	<p>CRDN 2.2 Prepare a letter to a congressman regarding a community/public health issue.</p> <p>CRDN 2:13 Incorporate public policy, community nutrition concerns and programs, and public health issues into your professional development plan.</p> <p>CRDN 2:14 Write a letter to a congressman regarding an issue affecting nutrition and dietetics practice, public health/safety, or related topics. Utilize the Action Alerts feature on http://www.eatrightpro.org/action-center to find issues and ways to help which affect the profession of nutrition and dietetics.</p>	<p>Send a copy of your letter to the DI Director. It will be evaluated using the Public Policy Rubric. Written report on rotation to be sent to the DI program Director. Place a copy in your portfolio as well.</p>
Clinical and Customer Services: development and delivery of information, products and services to individual, groups, and populations.		
<p>CRDN 3.4: Design, implement and evaluate presentations to a target audience.</p> <p>CRDN 3.5: Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.</p> <p>CRDN 3.7: Develop and deliver products, programs or services that promote health, wellness and lifestyle management.</p>	<p>CRDN 3.4 Teach a class, worked at a health fair or community center event, or similar as specified by the preceptor.</p> <p>CRDN 3.5 Create a pamphlet, educational booth, instructional materials or written presentation as directed by the preceptor.</p> <p>CRDN 3.7 Promote healthy lifestyle behaviors based on scientifically proven principles of health and wellness. Incorporate health and wellness principles into health fair or event activities and materials.</p>	<p>Include copies of any materials created in portfolio.</p>

Food Service Administration

CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

Names of Facilities/Affiliations Spectrum Health, Adventist Midwest Health,

Huguley Memorial Hospital, Kettering Healthcare Network, Lakeland HealthCare, Goshen Health

Florida Hospital Waterman, St. Francis Hospital, Notre Dame University, Atrium Medical Center, Florida Hospital Zephyrhills,

IU Health LaPorte Hospital, Memorial Hospital of South Bend

Type of Experience/Rotation: Food Production

Weeks of Supervised Practice: 2.0

Practice Hours: 80

Didactic Hours: 0

Competencies	Examples of Planned Experiences*	Evaluation Strategy
Scientific and Evidence Base of practice: integration of scientific information and research into practice.		
<p>CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.</p> <p>CRDN 1.3: Justify programs, products, services, and care using appropriate evidence or data.</p> <p>CRDN 1.5: Conduct projects using appropriate research methods, ethical procedures, and data analysis.</p> <p>CRDN 1.6: Incorporate critical-thinking skills in overall practice.</p>	<p>CRDN 1.1 Assess facility for quality and/or customer service indicators which can include resource utilization, client satisfaction, profitability, adherence to nutrition guidelines, etc. (Tip: Outcomes may include clinical, programmatic, quality, productivity, economic, or other outcomes in wellness, management, sports, clinical settings, etc.).</p> <p>CRDN 1.3 Analyze programs costs/benefits to gauge usefulness and identify possible areas for improvement.</p> <p>CRDN 1.5 Use technology and facility guidelines to perform research for various projects during food service rotations.</p> <p>CRDN 1.6 Perform test trays. Monitor food production for safety concerns. Work with patients/customers to meet their needs/expectations. Create and implement theme meal plan. (Tip; critical thinking skill is the ability to analyze and evaluate an issue objectively to form a judgement).</p>	<p>Review all CRDNs with supervising RD and include activities in Weekly Report(s). Complete self-assessment forms; both the MIDWAY and FINAL at times assigned on the respective forms.</p> <p>Perform quality assessment using a test tray with dietary staff and discuss with supervisor.</p>
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
<p>CRDN 2.1: Practice in compliance with current federal regulations and state statues 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.</p> <p>CRDN 2.3: Demonstrate active participation, teamwork and contributions in group settings.</p>	<p>CRDN 2.1 Perform tasks as required by the rotation in compliance with all professional guidelines and facility rules and regulations.</p> <p>CRDN 2.3 Work on theme meal project. Assist facility staff with meal prep. Give ideas when appropriate and accept constructive criticism.</p>	<p>Theme meal project. Rubric to be assessed by preceptor. Turn in rubric and any associated project materials to the DI Director.</p>
Clinical and Customer Services: development and delivery of information, products and services to individual, groups, and populations.		
<p>CRDN 3.9: Coordinate procurement, production, distribution and service of foods and services.</p>	<p>CRDN 3.9 Work with facility staff to understand purchasing/inventory systems and look for opportunities to improve them. Understand the function of, and know how to use, production sheets. Assist with stocking any quick</p>	

<p>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.</p> <p>CC3 MNT CONCENTRATION: Design a menu with modified diets with vegetarian alternatives.</p>	<p>serve/grab and go stations and work on the serving line for food trays and/or the cafeteria. (Tip: Interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food, and disposable goods.)</p> <p>CRDN 3.10 Learn the menu planning process of assigned facility. Utilize the facility's system to create and (if applicable) execute a menu.</p> <p>CC3 MNT CONCENTRATION As part of the menu design project; design a menu with vegetarian alternatives built in.</p>	<p>Evaluate using Menu Rubric with supervising RD. Place a copy in your portfolio.</p> <p>Place a copy of your menu in your portfolio.</p>
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Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.

<p>CRDN 4.1: Participate in the management of human resources.</p> <p>CRDN 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities, and food.</p> <p>CRDN 4.4: Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.</p> <p>CRDN 4.6: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.</p> <p>CRDN 4.10: Analyze risk in nutrition and dietetics practice.</p>	<p>CRDN 4.1 Work with facility staff to understand scheduling, hiring, employee discipline, and dismissal procedures. If possible, observe interviewing process or discuss with supervisor.</p> <p>CRDN 4.2 Learn safety and sanitation procedures at assigned facility; work with staff to ensure adherence to facility policies. Perform test tray to assess food safety if applicable.</p> <p>CRDN 4.4 Learn the electronic programs used in the assigned facility for any applicable systems such as; inventory/procurement, production, client orders/diet information, and/or employee scheduling.</p> <p>CRDN 4.6 Analyze facility processes with attention given to sustainability and care for the environment; follow procedures and propose improvements when applicable. Evaluate facility menus' compliance with budget constraints and look for ways to reduce costs.</p> <p>CRDN 4.10 Perform test trays and monitor food temperatures. Test food temperatures on the serving lines. Check freezer/refrigeration unit temperatures. Be aware of HACCP guidelines regarding critical control points and monitor the food production process for safety and best practices.</p>	
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*Your site may have different planned experience that can meet the competency

CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

Names of Facilities/Affiliations Spectrum Health, Adventist Midwest Health, Huguley Memorial Hospital, Kettering Healthcare Network, Lakeland HealthCare, Goshen Health Florida Hospital Waterman, St. Francis Hospital, Notre Dame University, Atrium Medical Center, Florida Hospital Zephyrhills, IU Health LaPorte Hospital, Memorial Hospital of South Bend

Type of Experience/Rotation: Cafeteria/ Nutrition, Accounting/Catering

Weeks of Supervised Practice: 1.0

Practice Hours: 40

Didactic Hours: 0

Competencies	Examples of Planned Experiences*	Evaluation Strategy
Scientific and Evidence Base of practice: integration of scientific information and research into practice.		
CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.	CRDN 1.1 Learn facility’s assessment methods regarding food safety, budgeting, and customer satisfaction and utilize them to measure outcomes.	Review all CRDNs with supervising RD and include activities in Weekly Report(s). Complete self-assessment forms; both the MIDWAY and FINAL at times assigned on the respective forms.
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
CRDN 2.3: Demonstrate active participation, teamwork and contributions in group settings. CRDN 2.10: Demonstrate professional attributes in all areas of practice.	CRDN 2.3 Work on theme meal project. Assist facility staff with meal prep. Give ideas when appropriate and accept constructive criticism. CRDN 2.10 Complete assigned tasks in a timely and professional manner with respect for all parties involved.	
Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.		
CRDN 4.3: Conduct clinical and customer service quality management activities. CRDN 4.8: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies. CRDN 4.10: Analyze risk in nutrition and dietetics practice.	CRDN 4.3 Apply knowledge regarding professional and facility standards for food safety, sanitation, and working conditions to ensure the facility meets quality objectives. Perform test trays. For theme meal project, gather information regarding client acceptance of theme meal components and write a market survey report. CRDN 4.8 Plan (conceptualize, write a menu, staff, budget, order supplies for and execute a meal with regard to facility needs/limitations) a theme meal in accordance with facility needs. CRDN 4.10 Monitor food temperatures in hot and cold holding areas. Test food temperatures on the serving lines. Be aware of HACCP guidelines regarding critical control points and monitor the food distribution process for safety and best practices.	Theme meal report (include menu). Evaluate using the Theme Meal Rubric with supervising RD. Write a market survey report and send it to the DI program Director with the theme meal rubric (Report should include assessment of theme meal acceptability by clients and ideas for improvement). <i>Place a copy of all components of the theme meal in your portfolio. Tip: The theme meal project is an excellent place to get good photos for your portfolio.</i>

*Your site may have different planned experience that can meet the competency

CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

Names of Facilities/Affiliations: Spectrum Health, Florida Hospital, Adventist Midwest Health, Florida Hospital Zephyrhills, Huguley, Memorial Hospital of South Bend, Kettering Healthcare Network, Lakeland HealthCare, Goshen Health Florida Hospital Waterman, St. Francis Hospital, Notre Dame University, Atrium Medical Center

Type of Experience/Rotation:
Leadership/Management/Human Resources

Weeks of Supervised Practice 3.8

Practice Hours 144

Didactic Hours 0

Competencies	Examples of Planned Experiences*	Evaluation Strategy
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
<p>CRDN 2.2: Demonstrate professional writing skills in preparing professional communications.</p> <p>CRDN 2.7: Apply leadership skills to achieve desired outcomes.</p> <p>CRDN 2.8: Demonstrate negotiation skills. (Tip: Demonstrating negotiating skills includes showing assertiveness when needed, while respecting the life experiences, cultural diversity and educational background of the other parties.)</p> <p>CRDN 2.12: Perform self-assessment and develop goals for self-improvement throughout the program.</p> <p>CRDN 2.13: Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.</p>	<p>CRDN 2.2 Prepare a job description in accordance with facility guidelines. Prepare an in-service for the facility with topic subject to the needs of the facility (your supervisor may suggest possibilities or assign a topic). (Tip: Examples include research manuscripts, project proposals, education materials, policies and procedures.)</p> <p>CRDN 2.7 Utilize leadership qualities in planning and implementing the theme meal project and in completing tasks as assigned by the supervising RD.</p> <p>CRDN 2.8 Work with facility staff and clients to complete tasks in a timely and professional manner. Work with patients who are unsatisfied in order to meet their needs. Work with facility staff (such as nursing, etc) in ensuring patients receive correct trays in accordance with diet orders.</p> <p>CRDN 2.12 Work with supervisor to complete evaluations throughout the rotation and seek feedback regarding strengths and areas needing improvement.</p> <p>CRDN 2.13 Develop a professional development plan to maintain growth during the internship and beyond.</p>	<p>Review all CRDNs with supervising RD and include activities in Weekly Report(s). Complete self-assessment forms; both the MIDWAY and FINAL at times assigned on the respective forms.</p> <p>Evaluate using the Theme Meal Rubric. Place of a copy of the project and rubric in your portfolio.</p> <p>Place a copy of your professional development plan in your portfolio.</p>
Clinical and Customer Services: development and delivery of information, products and services to individual, groups, and populations.		
<p>CRDN 3.3: Demonstrate effective communication 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.)</p> <p>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.)</p>	<p>CRDN 3.3 Prepare an in-service for the facility with topic subject to the needs of the facility (your supervisor may suggest possibilities or assign a topic).</p> <p>CRDN 3.4 Present in-service to facility staff with respect for the diverse backgrounds and experience of the group.</p>	<p>Evaluate using the Oral Food Service Presentation Rubric with supervising RD. Place a copy of the in-service and the rubric in your portfolio.</p>

Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.		
<p>CRDN 4.1: Participate in management of human resources.</p> <p>CRDN 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.</p> <p>CRDN 4.3: Conduct clinical and customer service quality management activities.</p> <p>CRDN 4.5: Analyze quality, financial and productivity data for use in planning.</p> <p>CRDN 4.6: Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.</p> <p>CRDN 4.7: Conduct feasibility studies for products, programs or services with consideration of costs and benefits.</p>	<p>CRDN 4.1 Work with facility staff to understand scheduling, hiring, employee discipline, and dismissal procedures. If possible, observe interviewing process or discuss with supervisor.</p> <p>CRDN 4.2 Learn safety and sanitation procedures at assigned facility; work with staff to ensure adherence to facility policies. Perform test tray to assess food safety if applicable. If your in-service topic is on safety/sanitation it may also satisfy this competency.</p> <p>CRDN 4.3 Apply knowledge regarding professional and facility standards for food safety, sanitation, and working conditions to ensure the facility meets quality objectives. Give attention to ways to improve the facility or new measures which could be utilized. Perform test trays to ensure quality. Survey (5) patients regarding their satisfaction with their food/service at the facility.</p> <p>CRDN 4.5 Analyze facility data for PI project. Project focus may be chosen by intern based on suggestions from the supervising RD, or may be assigned based on the needs of the facility. Be aware of costs, production, and quality factors while working on the project.</p> <p>CRDN 4.6 Be aware of sustainability and environmental concerns while working on PI project. Evaluate menus to reduce costs in accordance with facility budget criteria. Examine the facility for opportunities to incorporate recycling. Forecast food production needs.</p> <p>CRDN 4.7 While working on PI project, give consideration to costs/benefits of proposed improvements. Research options to seek the best solution. Work with facility staff to write an equipment specification report (an order for a piece of equipment with specifications regarding size, quality, price, etc) in accordance with the needs and policies of the facility.</p>	<p>Create a job description for a job at the facility and place a copy in your portfolio. Write a report on leadership to be sent to DI program Director. Your leadership report should include a brief description of leadership styles and what sort of style is utilized at your facility. Include strengths/weaknesses of the facility's leadership style.</p> <p>Evaluate using the PI (performance improvement) Rubric with supervising RD. Place a copy of the rubric in your portfolio.</p> <p>Equipment specification project to be sent to DI program Director. Include a copy in your portfolio.</p>

*Your site may have different planned experience that can meet the competency

Clinical Nutrition

CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

Names of Facilities/Affiliations: Atrium Medical Center, Florida Hospital, Florida Hospital Waterman, Grandview Hospital, Hinsdale Hospital, Huguley Memorial Hospital, Goshen Health, Kettering Medical Center, Lakeland HealthCare, Floyd Medical Center, Spectrum Health, Florida Hospital Zephyrhills, IU Health LaPorte Hospital, Memorial Hospital of South Bend

Type of Experience/Rotation General Clinical - Diet History/Assessment/Counseling Skills

Weeks of Supervised Practice 1.0

Practice Hours 40

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Scientific and Evidence Base of Practice: integration of scientific information and research into practice		
<p>CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.</p> <p>CRDN 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature.</p> <p>CRDN 1.3: Justify programs, products, services and care using appropriate evidence or data.</p> <p>CRDN 1.4: Evaluate emerging research for application in nutrition and dietetics practice.</p> <p>CRDN 1.5: Conduct projects using appropriate research methods, ethical procedures and data analysis.</p> <p>CRDN 1.6: Incorporate critical-thinking skills in overall practice.</p>	<p>CRDN 1.1 Review quality indicators for the department and measure current progress. Based on facility protocol, conduct patient nutrition care process using standard intake, biochemical anthropometric and physical evaluation methods.</p> <p>CRDN 1.2 Select and implement a nutrition care plan based on current research and practice. Utilize Nutrition Care Manual website for evidence based practice material (your site should have access). Suggest how nutrition plan could be adjusted for different cultures and various religious groups.</p> <p>CRDN 1.3 Justify appropriate use of nutritional supplements, enteral or/and parenteral formulas. Develop appropriate nutritional intervention and plan based on patient/client disease process; Monitor patient/client response to nutritional plan of care.</p> <p>CRDN 1.2, 1.4, 1.5 Perform literature search on nutrition-related topic, locate desired articles and make application to patient care. Conduct and report applied research to supervising RD when feasible.</p> <p>CRDN 1.6 Apply critical-thinking skills when assessing clients in a variety of settings and when selecting MNT and monitoring progress (Tip; critical thinking skill is the ability to analyze and evaluate an issue objectively to form a judgement).</p>	<p>Review all CRDNs with supervising RD and include activities in Weekly Report(s).</p> <p>For MINOR case study, evaluate using the Case Study Rubric. For MAJOR case study, evaluate using the Case Study Rubric and the Oral Presentation Rubric. Place a copy of the rubric(s) in your portfolio. The rotation in which you do your case study is subject to the needs of the facility and patient availability. Each intern is required to perform one MAJOR <u>and</u> one MINOR case study during the internship.</p>

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

<p>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.</p>	<p>CRDN 2.1 Compare performance to Competency Statements for Supervised Practice and the Code of Ethics for the Profession of Dietetics. Identify weaknesses and plan, implement, and evaluate a self-development program. Maintain patient confidentiality. Review master menu for patient acceptance in compliance with facility guidelines, procurement details and specifications.</p>	
<p>CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.</p>	<p>CRDN 2.2 Review clinical nutrition policies with supervising RD. Develop or revise one clinical nutrition policy (when applicable). Demonstrate professional attributes when communicating with staff; verbal and written.</p>	
<p>CRDN 2.3: Demonstrate active participation, teamwork and contributions in group settings.</p>	<p>CRDN 2.3 Attend rounds/discharge-planning conference. Investigate role of members.</p>	
<p>CRDN 2.4: Function as a member of interprofessional teams.</p>	<p>CRDN 2.4 Attend rounds, staff meetings, manager meetings and other activities as recommended by preceptor.</p>	
<p>CRDN 2.5: Assign duties to NDTRs and/or support personnel as appropriate.</p>	<p>CRDN 2.5 Demonstrate familiarities with NCP policies and procedures. Conduct screenings and length of stay per policy and procedures. Evaluate admission assessments for new patients. Complete nutrition screens and delegate to nutrition care team as appropriate.</p>	
<p>CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</p>	<p>CRDN 2.6 Enlist help of other health care professionals as deemed appropriate. Discuss nutrition care of patient in interdisciplinary conference. Refer patient to another health professional when the situation requires specialized/additional assistance. I.e. PT/OT/Speech etc.</p>	
<p>CRDN 2.9: Participate in professional and community organizations.</p>	<p>CRDN 2.9 Attend a local or state dietetic or diabetes educator meeting.</p>	
<p>CRDN 2.12: Perform self-assessment and develop goals for self-improvement throughout the program.</p>	<p>CRDN 2.12 Complete a self-assessment and review with preceptor.</p>	<p>Complete Clinical Self/Preceptor-Evaluation after week 10 of clinical rotations. Send a copy to the DI program Director.</p>
<p>CRDN 2.13: Prepare a plan for professional development</p>	<p>CRDN 2.13 Complete and turn in electronic portfolio.</p>	<p>Email a copy of your portfolio to DI program Director at end of internship.</p>

<p>according to Commission on Dietetic Registration guidelines.</p> <p>CRDN 2.15 Practice and/or role play mentoring and precepting others.</p>	<p>CRDN 2.15 Talk to students about career opportunities in healthcare, work with fellow interns to practice counselling, giving and receiving constructive criticism, or work with another healthcare provider. The intern can provide feedback to RDs after observing counselling or other activities. The intern might also present an in-service to the RDs on an unfamiliar topic.</p>	<p>If the intern chooses to complete 2.15 without doing a presentation, a one page report must be sent to the DI director explaining how they met the CRDN requirement and any feedback on their precepting skills.</p> <p>If the intern presents an in-service, an oral presentation rubric is required.</p>
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Clinical and Customer Services: development and delivery of information, products and services to individuals, groups, and populations.

<p>CRDN 3.1: Perform the Nutrition Care Process use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings</p> <p>CRDN 3.2: Conduct nutrition focused physical exams.</p> <p>CRDN 3.5: Coordinate procurement, production, distributions and service of goods and services. (Tip: Students/interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food, and disposable goods.)</p> <p>CRDN 3.6: Use effective education and counseling skills to facilitate behavior change.</p>	<p>CRDN 3.1 Perform NCP and document in medical record.</p> <p>CRDN 3.2 Assess patients' nutritional status using physical findings in accordance with standards of the facility and Nutrition and Dietetics practice.</p> <p>CRDN 3.5 Use technology and facility guidelines for evidence based practice material. Provide nutrition education materials in languages other than English when applicable; provide customized nutrition education. Utilize the Nutrition Care Manual.</p> <p>CRDN 3.6 Instruct patients/family on prescribed diet using appropriate methods and techniques. Implement interventions as determined by NCP.</p>	<p>Evaluate using Nutrition Care Process Rubric with supervising RD. Send to DI Director.</p>
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Practice Management and Use of resources; Strategic application of principles of management and systems in the provision of services to individuals and organizations

<p>CRDN 4.3: Conduct clinical and customer service quality management activities.</p>	<p>CRDN 4.3 Visit patients at mealtimes to assess patient intake and tolerance of diet order.</p>	
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CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

Names of Facilities/Affiliations Atrium Medical Center, Florida Hospital, Florida Hospital Waterman, Grandview Hospital, Hinsdale Hospital, Huguley Memorial Hospital, Goshen Health, Kettering Medical Center, Lakeland HealthCare, Floyd Medical Center, Spectrum Health, Florida Hospital Zephyrhills IU Health LaPorte Hospital, Memorial Hospital of South Bend

Type of Experience/Rotation Medical/Surgical

Weeks of Supervised Practice 2.0

Practice Hours 80

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Scientific and Evidence Base of practice: integration of scientific information and research into practice.		
<p>CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.</p> <p>CRDN 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature.</p> <p>CRDN 1.4: Evaluate emerging research for application in nutrition and dietetics practice.</p> <p>CRDN 1.6: Incorporate critical-thinking skills in overall practice.</p>	<p>CRDN 1.1 Conduct patient assessment using standard intake, biochemical, anthropometric, and physical evaluation methods.</p> <p>CRDN 1.2, 1.4 Select appropriate nutrition diagnosis and implement appropriate plan of nutritional intervention for medical/surgical patient. Design a nutrition care plan based on current research and practice.</p> <p>Perform a literature search on nutrition-related topic and locate desired articles with application to patient care. Conduct and report applied research when feasible.</p> <p>Select a medical/surgical patient to research as a case study and write a paper on your findings.</p> <p>Note; the case study may be MAJOR or MINOR. If MAJOR, also create a presentation and present your case study to the RDs.</p> <p>CRDN 1.6 Apply critical-thinking skills when assessing clients in a variety of settings and when selecting MNT and monitoring progress (Tip; critical thinking skill is the ability to analyze and evaluate an issue objectively to form a judgement).</p>	<p>Review all CRDNs with supervising RD and include activities in Weekly Report(s).</p> <p>For MINOR case study, evaluate using the Case Study Rubric. For MAJOR case study, evaluate using the Case Study Rubric and the Oral Presentation Rubric. Place a copy of the rubric(s) in your portfolio. The rotation in which you do your case study is subject to the needs of the facility and patient availability. Each intern is required to perform one MAJOR <u>and</u> one MINOR case study during the internship.</p>
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
<p>CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.</p> <p>CRDN 2.4: Function as a member of interprofessional teams.</p> <p>CRDN 2.5: Assign duties to NDTRs and/or support personnel as appropriate.</p>	<p>CRDN 2.2 Write your case study and, if applicable, present it to dietitians and other health professionals.</p> <p>Review clinical nutrition policies. Develop or revise one clinic nutrition policy (when applicable).</p> <p>CRDN 2.4 As appropriate, discuss pertinent nutritional status/information with physicians/other health care professionals regarding specific patients.</p> <p>CRDN 2.5 Demonstrate familiarities with NCP policies and procedures. Conduct screenings and length of stay per policy</p>	

<p>(Tip: In completing the task, students/interns should consider the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility)</p>	<p>and procedures and delegate to nutrition care team as appropriate. Evaluate admission assessments for new patients</p>	
<p>Clinical and Customer Services: development and delivery of information, products and services to individuals, groups, and populations.</p>		
<p>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</p> <p>CRDN 3.6: Use effective education and counseling skills to facilitate behavior change.</p> <p>CRDN 3.8: Deliver respectful, science-based answers to client questions concerning emerging trends.</p>	<p>CRDN 3.1 Perform the NCP and document in medical records according to facility policy.</p> <p>CRDN 3.6 Instruct all patients/family requiring instruction. Assess comprehension and document according to Competency Statements for Supervised Practice for medical charting.</p> <p>CRDN 3.8 Use technology and facility guidelines for evidence based practice materials.</p>	<p>Evaluate using the NCP (midway) rubric with supervising RD. Send a copy to the DI program Director.</p>

CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

Names of Facilities/Affiliations Atrium Medical Center, Florida Hospital, Florida Hospital Waterman, Grandview Hospital, Hinsdale Hospital, Huguley Memorial Hospital, IU Health Goshen, Kettering Medical Center, Lakeland HealthCare, Floyd Medical Center, Spectrum Health, Florida Hospital Zephyrhills, IU Health LaPorte Hospital, Memorial Hospital of South Bend

Type of Experience/Rotation Cardiac

Weeks of Supervised Practice 2.0

Practice Hours 80

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Scientific and Evidence Base of practice: integration of scientific information and research into practice.		
<p>CRDN 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature.</p> <p>CRDN 1.4: Evaluate emerging research for application in Nutrition and Dietetics practice.</p>	<p>CRDN 1.2; 1.4 Select a patient, with approval from the supervising RD and permission from the patient, and perform a case study. Use technology and facility medical records data to gather data as well as interviews with chosen patient. Write a paper with findings. Note; the case study may be MAJOR or MINOR. If MAJOR, also create a presentation and present your case study to the RDs.</p>	<p>Review all CRDNs with supervising RD and include activities in Weekly Report(s).</p> <p>For MINOR case study, evaluate using the Case Study Rubric. For MAJOR case study, evaluate using the Case Study Rubric and the Oral Presentation Rubric. Place a copy of the rubric(s) in your portfolio. The other opportunity to do a case study is in the Medical/Surgical rotation. Each intern is required to perform one MAJOR <u>and</u> one MINOR case study during the internship.</p>
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
<p>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.</p> <p>CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.</p> <p>CRDN 2.4: Function as a member of interprofessional teams.</p>	<p>CRD 2.1 Observation of RD's assessment and counseling. Develop a teaching tool. Instruct patients (and their family) on prescribed diet. Assess comprehension and document in medical record based on Competency Statements for Supervised Practice.</p> <p>CRD 2.2 Select one patient on cardiac unit and write a major/minor case study. Demonstrate professional attributes in communications with fellow health care professionals such as emails, phone calls, and medical record data entry.</p> <p>CRDN 2.4 Work with fellow health care professionals to ensure patient care quality. This includes working with nursing staff, physicians, and other paramedical staff such as PT/OT/Speech.</p> <p>CRDN 2.10 Be respectful towards colleagues and clients in</p>	<p>Evaluate using the Diet Education Rubric with supervising RD.</p> <p>Evaluate using the Case Study Rubric with supervising RD. Place a copy of the report in your portfolio.</p>

<p>CRDN 2.10: Demonstrate professional attributes in all areas of practice.</p> <p>CRDN 2.11: Show cultural competence/sensitivity in interactions with clients, colleagues and staff.</p>	<p>all settings. Demonstrate a good work ethic and positive attitude.</p> <p>CRDN 2.11 Design appropriate nutritional intervention for different cultures and various religious groups in accordance with any special dietary considerations.</p>	
<p>Clinical and Customer Services: development and delivery of information, products and services to individual, groups, and populations.</p>		
<p>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</p> <p>CRDN 3.2: Conduct nutrition focused physical exams.</p> <p>CRDN 3.3: Demonstrate effective communication 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.)</p>	<p>CRDN 3.1 Assess patient's nutritional status utilizing medical, nutrition, and medication intake histories, anthropometric measurements, and laboratory data. Diagnose nutritional problem and write PES statement. Select appropriate plan of nutrition intervention and take steps to initiate. Design a nutrition care plan based on current research and practice. Follow patients at nutritional risk to assess value of intervention.</p> <p>CRDN 3.2 Assess patients' nutritional status using physical findings in accordance with standards of the facility and Nutrition and Dietetics practice.</p> <p>CRDN 3.3 Attend Cardiac Rehabilitation classes to learn role of education, exercise and diet to cardiac rehabilitation. Give education to patients/a class regarding cardiac nutrition needs as relevant to the setting.</p>	<p>Evaluate using the Diet Education Rubric with supervising RD.</p>

CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

Names of Facilities/Affiliations Atrium Medical Center, Florida Hospital Waterman, Florida Hospital Zephyrhills, Grandview Hospital, Hinsdale Hospital, Huguley Hospital, Goshen Health, Memorial Hospital of South Bend, Kettering Medical Center, Lakeland HealthCare, LaPorte Hospital, Spectrum Health,

Type of Experience/Rotation: Diabetes/Weight Reduction

Weeks of Supervised Practice 2.0

Practice Hours 80

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Scientific and Evidence Base of practice: integration of scientific information and research into practice.		
<p>CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.</p> <p>CRDN 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature.</p> <p>CRDN 1.6: Incorporate critical-thinking skills in overall practice.</p>	<p>CRDN 1.1 Select appropriate indicators and measure advancement of clinical outcomes. Assess client/patient body weight and determine IBW, %IBW and BMI.</p> <p>CRDN 1.2 Utilize technology/facility for evidence based practice material. Calculate appropriate number of CHO/calories required by a diabetic/weight reduction client.</p> <p>CRDN 1.6 Apply critical-thinking skills when assessing clients in a variety of settings and when selecting MNT and monitoring progress (Tip; critical thinking skill is the ability to analyze and evaluate an issue objectively to form a judgement).</p>	<p>Review all CRDNs with supervising RD and include activities in Weekly Report(s).</p>
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
<p>CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.</p>	<p>CRDN 2.2 Complete the nutrition care process based on current research and practice. Develop an individualized meal plan for a patient with DM or for weight management. Include vegetarian alternatives. See concentration CC3-B on the next page.</p>	<p>Review of meal plan with supervising RD. Include a copy in your portfolio.</p>
Clinical and Customer Services: development and delivery of information, products and services to individual, groups, and populations.		
<p>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</p> <p>CRDN 3.6: Use effective education and counseling skills to facilitate behavior change.</p>	<p>CRDN 3.1 Conduct nutritional assessments and follow up utilizing the NCP.</p> <p>CRDN 3.6 Observe RD diet education session. Instruct patient on modified meal plan, CHO counting or diabetes plate method using pre-printed materials.</p> <p>Instruct client on use of meal plan using carb choices. Design a nutrition care plan based on current research and practice.</p>	<p>Evaluation with nutrition counseling rubric by supervising RD.</p>

	<p>Discuss with client the basics of diabetes and how diet relates to management of disease.</p> <p>Discuss importance of exercise program in management of diabetes/weight reduction.</p> <p>Observe diabetes education class. Assist teaching future class. Topics covered should include diabetes plate method, carbohydrate counting, eating out, sick day management, and grocery shopping. Develop and review educational materials for management of diabetes.</p>	
Practice Management and Use of resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.		
CRDN 4.9 Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.	CRDN 4.9 Discuss coding and billing process with supervising RD. Discuss different types of insurance/customer payment methods with supervising RD. Learn how to enter services into medical record so coding/billing may be done.	
MNT CONCENTRATION		
CC3-B Design a menu with modified diets and individual meal plan with vegetarian alternatives.	CC3-B Design an individualized meal plan for a person with diabetes or weight management that includes vegetarian alternatives.	Have supervising RD correct meal plan and include a copy in your portfolio.

CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

Names of Facilities/Affiliations Atrium Medical Center, Florida Hospital, Florida Hospital Waterman, Grandview Hospital, Hinsdale Hospital, Huguley Memorial Hospital, Goshen Health, Kettering Medical Center, Lakeland HealthCare, Floyd Medical Center, Spectrum Health, Florida Hospital Zephyrhills IU Health LaPorte Hospital, Memorial Hospital of South Bend

Type of Experience/Rotation Oncology

Weeks of Supervised Practice 1.6

Practice Hours 64

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Scientific and Evidence Base of Practice: integration of scientific information and research into practice.		
CRDN 1.6: Incorporate critical-thinking skills in overall practice.	CRDN 1.6 Apply critical-thinking skills when assessing clients in a variety of settings and when selecting MNT and monitoring progress (Tip; critical thinking skill is the ability to analyze and evaluate an issue objectively to form a judgement).	Review all CRDNs with supervising RD and include activities in Weekly Report(s).
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
<p>CRDN 2.3: Demonstrate active participation, teamwork and contributions in group settings.</p> <p>CRDN 2.7: Apply leadership skills to achieve desired outcomes.</p> <p>CRDN 2.10: Demonstrate professional attributes in all areas of practice.</p>	<p>CRDN 2.3 Attend and participate in a discharge planning meeting on oncology unit. Investigate role of each member of team.</p> <p>CRDN 2.7 Identify patients with nutritional risk and take action to ensure their needs are met. Complete tasks independently and in a timely manner.</p> <p>CRDN 2.10 Work with staff to meet patient needs. Work with patients to ensure their understanding of nutritional recommendations and to address any questions/concerns they may have.</p>	
Clinical and Customer Services: development and delivery of information, products and services to individual, groups, and populations.		
<p>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.</p> <p>CRDN 3.6: Use effective education and counseling skills to facilitate behavior change.</p>	<p>CRDN 3.1 Assess patients' nutritional status and document in medical record. Discuss special considerations for oncology patients with supervising RD and utilize facility guidelines as well as professional resources for professionals in Nutrition and Dietetics in regards to patient diet/nutritional needs.</p> <p>CRDN 3.6 Instruct patient/family on prescribed meal plan of nutrition support measures to follow after discharge.</p>	<p>Evaluate using Diet Education Rubric with supervising RD. Send a copy to the DI program Director.</p>

CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

Names of Facilities/Affiliations Atrium Medical Center, Florida Hospital, Florida Hospital Waterman, Grandview Hospital, Hinsdale Hospital, Huguley Memorial Hospital, Goshen Health, Kettering Medical Center, Lakeland HealthCare, Floyd Medical Center, Spectrum Health, Florida Hospital Zephyrhills IU Health LaPorte Hospital, Memorial Hospital of South Bend

Type of Experience/Rotation Renal

Weeks of Supervised Practice 1.0

Practice Hours 40

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Scientific and Evidence Base of practice: integration of scientific information and research into practice.		
<p>CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.</p> <p>CRDN 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature.</p> <p>CRDN 1.3: Justify programs, products, services and care using appropriate evidence or data.</p> <p>CRDN 1.4: Evaluate emerging research for application in nutrition and dietetics practice.</p> <p>CRDN 1.6: Incorporate critical-thinking skills in overall practice.</p>	<p>CRDN 1.1 Learn rationale for use of formulas for kinetic modeling, urea reduction ratio, and PET (peritoneal equilibration test).</p> <p>CRDN 1.2 Review basic physiology. Learn terms used in kidney disease.</p> <p>Review and observe process of</p> <ul style="list-style-type: none"> (a) hemodialysis (b) CAPD (Continuous Ambulatory Peritoneal Dialysis) <p>Calculate:</p> <ul style="list-style-type: none"> (a) energy needs (b) protein (c) sodium and fluids (d) potassium (e) phosphorus (f) vitamins <p>Learn common medicines in ESRD.</p> <p>CRDN 1.3; 1.4 Calculate meal plan for hemodialysis client and CAPD client.</p> <p>Learn rationale for diet restrictions after transplant. Learn about immunosuppressant medicines.</p> <p>CRDN 1.6 Apply critical-thinking skills when assessing clients in a variety of settings and when selecting MNT and monitoring progress (Tip; critical thinking skill is the ability to analyze and evaluate an issue objectively to form a judgement).</p>	<p>Review all CRDNs with supervising RD and include activities in Weekly Report(s).</p> <p>Review with supervising RD.</p> <p>Write a one page report on renal MNT. Review with supervising RD. Send a copy to the DI program Director.</p> <p>Do three (3) calculated diet plans and evaluate with supervising RD.</p> <p>One of the calculated diet plans should be for a vegetarian person.</p>
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
<p>CRDN 2.3: Demonstrate active participation, teamwork and contributions in group settings.</p>	<p>CRDN 2.3 Participate in the interdisciplinary team conferences and refer patients to appropriate community programs. Work with facility staff to ensure patient comfort and that their needs are met.</p>	
Clinical and Customer Services: development and delivery of information, products and services to individual, groups, and populations.		
<p>CRDN 3.1: Perform the Nutrition Care Process and use</p>	<p>CRDN 3.1 Perform the nutrition care process for patients</p>	<p>Evaluate using the Nutrition Care Process Rubric with</p>

<p>standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings</p> <p>CRDN 3.6: Use effective education and counseling skills to facilitate behavior change.</p>	<p>with ESRD. Assess client's knowledge of, and adherence to, diet restrictions for CRF (chronic renal failure).</p> <p>CRDN 3.6 Counsel hemodialysis client on individual meal plan or specific aspect of dietary non-compliance. Provide nutritional instruction for patient with renal disease.</p>	<p>supervising RD. Place a copy in your portfolio</p>
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CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

Names of Facilities/Affiliations Atrium Medical Center, Florida Hospital, Florida Hospital Waterman, Grandview Hospital, Hinsdale Hospital, Huguley Memorial Hospital, Goshen Health, Kettering Medical Center, Lakeland HealthCare, Floyd Medical Center, Spectrum Health, Florida Hospital Zephyrhills IU Health LaPorte Hospital, Memorial Hospital of South Bend

Type of Experience/Rotation OB / Pediatrics

Weeks of Supervised Practice 1.4

Practice Hours 56

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Scientific and Evidence Base of practice: integration of scientific information and research into practice.		
<p>CRDN 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature.</p> <p>CRDN 1.6: Incorporate critical-thinking skills in overall practice.</p>	<p>CRDN 1.2 Research and learn disease processes. Select a topic (or you may be assigned a topic by your preceptor) and write a research paper.</p> <p>CRDN 1.6 Apply critical-thinking skills when assessing clients in a variety of settings and when selecting MNT and monitoring progress (Tip; critical thinking skill is the ability to analyze and evaluate an issue objectively to form a judgement).</p>	<p>Review all CRDNs with supervising RD and include activities in Weekly Report(s).</p> <p>Write a research paper and review with supervising RD. Send a copy to the DI program Director and include a copy in your portfolio. Evaluate using Research Paper Rubric. Present your paper to available staff and evaluate using the Oral Presentation Rubric.</p>
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
<p>CRDN 2.3: Demonstrate active participation, teamwork and contributions in group settings.</p>	<p>CRDN 2.3 Attend and participate in a rounds/discharge planning process on pediatrics unit. Observe roles of other health professionals.</p>	
Clinical and Customer Services: development and delivery of information, products and services to individual, groups, and populations.		
<p>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</p> <p>CRDN 3.3: Demonstrate effective communication skills for clinical and customer services in a variety of formats.</p> <p>CRDN 3.6: Use effective education and counseling skills to facilitate behavior change.</p>	<p>CRDN 3.1 Perform the NCP and document in medical record.</p> <p>CRDN 3.3 Design a meal plan for a Gestational DM patient</p> <p>CRDN 3.6 Instruct child/guardian on appropriate nutritional guidelines. Instruct gestational diabetic patient on appropriate nutritional guidelines. Observe and teach expectant parents' class.</p>	<p>Write a meal plan for a Gestational DM patient. Review with supervising RD. Include a copy in your portfolio.</p>

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Type of Experience/Rotation Nutrition Support

Weeks of Supervised Practice 2.0

Practice Hours 80

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Scientific and Evidence Base of practice: integration of scientific information and research into practice.		
<p>CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.</p> <p>CRDN 1.6: Incorporate critical-thinking skills in overall practice.</p>	<p>CRDN 1.1 Identify patients at nutritional risk. Assess patients that have automatic nutritional screening due to low albumin, NPO, or clear liquid diet order.</p> <p>CRDN 1.6 Apply critical-thinking skills when assessing clients in a variety of settings and when selecting MNT and monitoring progress (Tip; critical thinking skill is the ability to analyze and evaluate an issue objectively to form a judgement).</p>	<p>Review all CRDNs with supervising RD and include activities in Weekly Report(s).</p>
MNT Concentration		
<p>CC1: (CRDN 2.9; 2.4; 2,10; 3.4) Participate actively in nutrition support or medical rounds.</p> <p>CC2: (CRDN 2.10; 3.1) Design a transitional feeding plan for a patient in a ventilator or on nutrition support in a critical care unit/intensive care unit.</p>	<p>CC1 Participate in the nutrition support or medical rounds. Give recommendations.</p> <p>CC2 Develop and implement a transitional feeding plan such as conversion of TPN to tube feedings to an oral diet. Select and evaluate complex enteral and/or parental nutrition regimens.</p>	<p>Write a report detailing your transitional feeding plan. Review with supervising RD. Include a corrected sample in your portfolio.</p>
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
<p>CRDN 2.3: Demonstrate active participation, teamwork and contributions in group settings.</p> <p>CRDN 2.4: Function as a member of interprofessional teams.</p> <p>CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</p> <p>CRDN 2.10: Demonstrate professional attributes in all areas of practice.</p>	<p>CRDN 2.3 Attend unit rounds/discharge meetings. Suggest plans for nutrition support when appropriate and in accordance with facility guidelines.</p> <p>CRDN 2.4 Enlist the help of other members of health care team as appropriate.</p> <p>CRDN 2.6 Refer patients to other health care professional when appropriate</p> <p>CRDN 2.10 Select appropriate product for enteral feeding based on patient's injury and needs. Introduction to the formula used to assess protein, calorie and</p>	<p>Evaluate using the Nutrition Support evaluation with RD. Place evaluation in your portfolio.</p>

	<p>water, and metabolic heart.</p> <p>Calculate appropriate energy, protein, and water needs for reference individual (RI).</p> <p>Review lab values that are pertinent to monitor for the enterally and parenterally fed patients.</p> <p>Calculate nutritional requirements for no less than five enteral feedings using appropriate formulas adjusting for injury.</p> <p>Calculate water needs for enterally fed patient using appropriate formula.</p>	
Clinical and Customer Services: development and delivery of information, products and services to individual, groups, and populations.		
<p>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</p>	<p>CRDN 3.1. Assess patient nutritional status utilizing medical, nutrition, and medication intake histories, anthropometric measurements, and laboratory data</p> <p>Adjust feedings as necessary based on monitoring.</p> <p>Calculate nutritional requirements for no less than five nutrition support patients.</p> <p>Calculate appropriate enteral/parenteral formula based on patient's nutritional needs.</p> <p>Monitor patient's progress, tolerance, lab values, and hydration to assess tolerance to feedings.</p> <p>Adjust patient's progress and adjust feedings as necessary, based on monitoring.</p> <p>Develop and implement a transitional feeding plan such as conversion of TPN to tube feeding to an oral diet.</p>	

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Type of Experience/Rotation Clinical Elective

Weeks of Supervised Practice 0.6

Practice Hours 24

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategies
Scientific and Evidence Base of Practice: Integration of scientific information and research into practice.		
CRDN 1.6 Incorporate critical-thinking skills in overall practice.	CRDN 1.6 Apply critical-thinking skills when assessing clients in a variety of settings and when selecting MNT and monitoring progress (Tip; critical thinking skill is the ability to analyze and evaluate an issue objectively to form a judgement).	Review all CRDNs with supervising RD and include activities in Weekly Report(s).
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
CRDN 2.7 Apply leadership skills to achieve desired outcomes. 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.)	CRDN 2.7 Choose a clinical area of interest to learn more in depth, upon approval of site coordinator. CRDN 2.10 Learn in-depth the clinical rotation that you have chosen; i.e. advanced skills/ techniques in the selected area.	Write a clinical elective report on the rotation and send it to the DI program Director.

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Type of Experience/Rotation Outpatient Clinic

Weeks of Supervised Practice 0.4

Practice Hours 24

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Scientific and Evidence Base of Practice: Integration of scientific information and research into practice.		
CRDN 1.6: Incorporate critical-thinking skills in overall practice.	CRDN 1.6 Apply critical-thinking skills when assessing clients in a variety of settings and when selecting MNT and monitoring progress (Tip; critical thinking skill is the ability to analyze and evaluate an issue objectively to form a judgement).	Review all CRDNs with supervising RD and include activities in Weekly Report(s).
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	CRDN 2.6 Refer patient to another health professional as the situation requires.	
Clinical and Customer Services: development and delivery of information, products and services to individual, groups, and populations.		
<p>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</p> <p>CRDN 3.3: Demonstrate effective communication skills for clinical and customer services in a variety of formats.</p> <p>CRDN 3.6: Use effective education and counseling skills to facilitate behavior change.</p> <p>CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends.</p>	<p>CRDN 3.1 Perform NCP and document in medical record.</p> <p>CRDN 3.3 Demonstrate professionalism when communicating with other professionals and clients via verbal or written communications.</p> <p>CRDN 3.6 Interview client to obtain pertinent information (i.e. medical history, lab values for successful counseling to occur). Observe and then counsel client/family on prescribed diet. Assess comprehension. Document in medical record.</p> <p>CRDN 3.8 Evaluate and participate in a nutrition program. Teach a class if possible. (Subject of class may vary with needs of facility; such as DM, cardiac, weight mngt, etc).</p>	<p>Evaluate using Nutrition Counseling Rubric with supervising RD.</p>
Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.		
CRDN 4.9 Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.	CRDN 4.9 Discuss coding and billing with preceptor; become familiar with process for entering types of services rendered into medical records for tracking/coding/billing.	

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Type of Experience/Rotation: Social Service/PT/OT/Speech Pathology

Weeks of Supervised Practice 0.1

Practice Hours 8

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Scientific and Evidence Base of Practice: integration of scientific information and research into practice.		
CRDN 1.6: Incorporate critical-thinking skills in overall practice.	CRDN 1.6 Apply critical-thinking skills when assessing clients in a variety of settings and when selecting MNT and monitoring progress (Tip; critical thinking skill is the ability to analyze and evaluate an issue objectively to form a judgement).	Review all CRDNs with supervising RD and include activities in Weekly Report(s).
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
<p>CRDN 2.4: Function as a member of interprofessional teams.</p> <p>CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</p>	<p>CRDN 2.4 Discuss Social Service Department. Observe the functions of Occupational and Physical Therapists, and Speech Pathologists.</p> <p>CRDN 2.6 Contact social service agencies to become aware of their nutrition-related benefits and services offered. Understand coordination with case management staff (i.e. nutrition personnel and physicians working with home care, long term care/rehab placement, etc).</p>	<p>Write a one page report on placement experience (for PT/OT/Speech observation) to be sent to the DI program Director. Place a copy in your portfolio.</p>

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Type of Experience/Rotation: Long Term Care or Rehab

Weeks of Supervised Practice 1.0

Practice Hours 40

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Scientific and Evidence Base of practice: integration of scientific information and research into practice.		
<p>CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.</p> <p>CRDN 1.6: Incorporate critical-thinking skills in overall practice.</p>	<p>CRDN 1.1 Learn the parameters that are used for the geriatric patient to monitor patients at risk. Evaluate menus used in facility with guidelines set by the facility diet manual.</p> <p>CRDN 1.6 Apply critical-thinking skills when assessing clients in a variety of settings and when selecting MNT and monitoring progress (Tip; critical thinking skill is the ability to analyze and evaluate an issue objectively to form a judgement).</p>	<p>Review all CRDNs with supervising RD and include activities in Weekly Report(s).</p>
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
<p>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.</p> <p>CRDN 2.3: Demonstrate active participation, teamwork and contributions in group settings.</p> <p>CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</p>	<p>CRDN 2.1 Review contract with registered dietitian and long term care facility. Review state requirements of Dietary Department in long term care facility.</p> <p>CRDN 2.3 Attend interdisciplinary team conferences and participate in discharge planning.</p> <p>CRDN 2.6 Refer patients to other paramedical professionals as needed (such PT/OT/Speech, etc) to improve patient' quality of life.</p>	
Clinical and Customer Services: development and delivery of information, products and services to individual, groups, and populations.		
<p>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.</p>	<p>CRDN 3.1 Complete nutritional assessment of resident in long term facility. Document assessment in medical record. Plan nutritional needs of geriatric patient. Diagnose nutrition problem and write PES statement. Prepare an intervention. Monitor and evaluate interventions.</p>	

	Complete documentation that follows professional guidelines	
Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.		
CRDN 4.4: Apply current nutrition informatics technology to develop, store, retrieve and disseminate information and data.	CRDN 4.4: Learn facility programs to find and document patient information.	

CURRICULUM FOR CURRICULUM FOR SUPERVISED PRACTICE: For Andrews University Internship Program in Nutrition & Dietetics

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Type of Experience/Rotation Staff Relief

Weeks of Supervised Practice 3.6

Practice Hours 144

Didactic Hours 0

Competencies	Examples of Planned Experiences	Evaluation Strategy
Scientific and Evidence Base of Practice: integration of scientific information and evidence into practice.		
CRDN 1.6: Incorporate critical-thinking skills in overall practice.	CRDN 1.6 Apply critical-thinking skills when assessing clients in a variety of settings and when selecting MNT and monitoring progress (Tip; critical thinking skill is the ability to analyze and evaluate an issue objectively to form a judgement).	Review all CRDNs with supervising RD and include activities in Weekly Report(s).
Professional Practice Expectations: beliefs, values, attitudes, and behaviors for the professional dietitian level of practice.		
<p>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.</p> <p>CRDN 2.5: Assign duties to NDTRs and/or support personnel as appropriate.</p> <p>CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</p> <p>CRDN 2.10: Demonstrate professional attributes in all areas of practice.</p> <p>CRDN 2.12: Perform self-assessment and develop goals for self-improvement throughout the program.</p>	<p>CRDN 2.1 Maintain patient confidentiality; behave in accordance with accreditation standards and the Scope of Dietetic Practice and Code of Ethics for the Profession of Dietetics.</p> <p>CRDN 2.5 Demonstrate familiarities with NCP policies and procedures. Conduct screenings and length of stay per policy and procedures. Evaluate admission assessments for new patients. Complete nutrition screens and delegate to nutrition care team as appropriate.</p> <p>CRDN 2.6 Interact with other members of health care team. Discuss nutrition care of patient in interdisciplinary conference and refer patients to other professional services when needed. Attend discharge planning if possible.</p> <p>CRDN 2.10 Use critical thinking skills and provide appropriate solutions to problems as they arise in the unit. Prioritize your patient load according to hospital policies and procedures.</p> <p>CRDN 2.12 Complete a self-assessment and review with preceptor.</p>	<p>Evaluate using NCP rubric (staff relief) with supervising RD. Send a copy to the DI program Director.</p> <p>Complete Clinical Self/Preceptor-Evaluation form with supervising RD.</p>

<p>CRDN 2.13: Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.</p>	<p>CRDN 2.13 Complete portfolio project; participate in continuing education seminars.</p>	<p>Complete Electronic Portfolio and send to DI program Director.</p>
<p>Clinical and Customer Services: development and delivery of information, products and services to individual, groups, and populations.</p>		
<p>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</p> <p>CRDN 3.6: Use effective education and counseling skills to facilitate behavior change.</p> <p>CRDN 3.9: Coordinate procurement, production, distributions and service of goods and services; demonstrating and promoting responsible use of resources.</p>	<p>CRDN 3.1. Perform NCP and document in medical record.</p> <p>CRDN 3.6 Instruct all patients/family requiring instruction. Assess comprehension and document according to Competency Statements for Supervised Practice for medical charting.</p> <p>CRDN 3.9 Order TPN/EN/diet orders in accordance with facility policy. Work with kitchen and nursing staff to ensure proper delivery of food/nutrition support.</p>	<p>Evaluate using NCP (staff relief) Rubric with supervising RD. Send a copy to the DI program Director.</p> <p>Evaluate using Diet Education Rubric with supervising RD.</p>

Part C

Student Exit Packet

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CDR Forms

RDNE and RDE Misuse

STUDENT COPY

RETAIN this form for your records and future reference.

RDNE and RDE Misuse:

Over the years, CDR has stated that RDNE and RDE are not credentials and should not be used. This information is located on the CDR website. Students completing their supervised practice program must sign a RDNE and RDE Misuse form for their program director regarding these fabricated credentials. In addition, each student is provided with a copy of the misuse document to retain in their file. Anyone can file a complaint with CDR on an individual using RDNE, RDE, RDN Eligible, RD Eligible, Registered Dietitian Nutritionist Eligible, Registered Dietitian Eligible, RDN or RD if they are not registered as an RDN or RD with CDR. *This would include 'rdn' or 'rd' in their e-mail address prior to passing the exam for dietitians.*

RDNE and RDE are the acronyms and RDN Eligible, RD Eligible, Registered Dietitian Nutritionist Eligible or Registered Dietitian Eligible are the same only spelled out.

Please Note: Do not use RDNE, RDE, RDN Eligible, RD Eligible, Registered Dietitian Nutritionist Eligible, Registered Dietitian Eligible, 'rdn' or 'rd' in your e-mail.

We refer you to the CDR Web Site, www.cdrnet.org, to become familiar with terminology for registration eligible candidates. When the home page opens up, click on the gold "RDN, RD, NDTR, and DTR Credentials" button on the left hand side of the screen, then click on "Registered Dietitian Nutritionist (RDN) or Registered Dietitian (RD)" and then click on Registration Eligibility General Information. The CDR website direct link is: <http://www.cdrnet.org/certifications/registration-eligibility-general-information-rde>

What does the term *registration eligible* mean?

The term *registration eligible* is used by the Commission on Dietetic Registration to identify individuals who have met the didactic and supervised practice requirements to write the registration examination. The Commission will verify upon request that an individual has met registration eligibility requirements and the eligibility date. The terms *RDNE* and *RDE* are not professional designations/credentials. The commission has noted with concern an increase in the use of the terms *RDNE* and *RDE* to designate registration eligibility. Both employers and the public find the use of the term confusing.

Does the Commission recognize the professional designations *RDNE* or *RDE*?

No. These terms are not professional designations/credentials.

Should you be using the term *RDNE* or *RDE*, please discontinue use and replace it with “registration eligible.” Individuals who use the terms *RDNE* or *RDE* are frequently reported to CDR regarding their misuse, and must be told to discontinue its use via a “cease and desist” order.

Updated 7/17

Source: <https://www.cdrnet.org/>

RDNE and RDE Misuse

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MUST BE COMPLETED IN BLUE INK

By signing this form, you attest that you have read and understand CDR's policies regarding the Misuse of *RDNE* and *RDE* and its variations.

SIGNATURE OF GRADUATE

DATE

FULL NAME OF GRADUATE

EMAIL ADDRESS

Links to other CDR forms

Transcript/Degree Release form: <https://www.cdrnet.org/program-director/grad-info>

Registration Eligibility form: <https://www.cdrnet.org/program-director/grad-info>

Name Change/Address form: <https://www.cdrnet.org/program-director/student-instructions-old section 3>

Please print and fill out as instructed; return to DI Director.

Source: <https://www.cdrnet.org/>

Intern Instructions

Student Instructions — Timelines and Procedures for Registration Eligibility

Within the last two weeks of your supervised practice program, or DPD for graduates taking the Registration Examination for Dietetic Technicians under Pathway III, your program director will provide you with forms (paper and online) that are to be completed and returned to them so they can initiate the eligibility application process with CDR.

Student Exit Packet:

1. Verification Statements - You will receive a minimum of five original Verification Statements (VS) upon completion of your program. These original VS forms are for you to provide, upon request, to prospective employers, the licensure board and to the Academy of Nutrition and Dietetics for membership.
2. Complete the [RDNE and RDE](#) or [NDTRE and DTRE Misuse form](#) and return the signed and dated document to your program director.
3. Retain the [Name/Address Change Form](#) for your records and future use. If your name changes after you are submitted for eligibility and before you test, you MUST send your Name/Address Change Form to CDR to ensure Pearson VUE receives your current information. If the name on your valid, government-issued photo ID does not match Pearson VUE's system, you will be turned away from the testing center and lose your examination fee.
4. You may be required by your program director to sign a [Transcript Degree/Confirmation Release Form](#) so that they may have access to your transcripts. Your program director must have your original degree transcripts before they are able to submit your name for registration eligibility.
5. You will be given information regarding CDR's Study Guide for the Registration Examination for Dietitians or Dietetic Technicians. These study guides can be purchased from the Academy's website [here](#).

Registration Eligibility Processing System

Your Program Director will be submitting your name for eligibility to CDR through the Registration Eligibility Processing System (REPS). Once your Program Director has verified that you have completed all of the academic and supervised practice requirements for eligibility, they will submit your information to CDR via REPS. You will then receive an email requesting that you complete the online form for additional demographic information. It is imperative that you follow the instructions in this email and complete the required profile information as soon as possible. Until you have completed this step, you will NOT be processed for registration eligibility, nor will you be able to schedule your examination.

Please pay close attention to the following when completing your demographic information:

- If the first or last name your Program Director has submitted for you is incorrect, please contact your Program Director directly to have them correct this information. While you are able to edit your middle name/initial in REPS, the first and last name fields are locked. The name entered into REPS must match your valid, government-issued, photo identification exactly in order for you to be allowed entrance to take your exam at a Pearson VUE testing center.
- If the email address your Program Director has entered into REPS for you is not your primary email address, please correct this field. If CDR does not have a current, permanent email address for you, you will not receive essential eligibility and registration emails.

Timeline/Procedures

The normal process time, from start to finish, can be from one to two weeks, or less without any issues. When the application submission to CDR has been approved, you will receive an email confirming your registration eligibility from CDR in approximately 3-5 business days. CDR then forwards your information to Pearson VUE for further processing. Normally, candidates receive their Authorization to Test email from Pearson VUE within 48 hours of receiving their eligibility confirmation from CDR.

Candidates will receive an Authorization to Test email from Pearson VUE, which will expire one year from the date of issuance, which includes a link to the [Handbook for Candidates](#) and information on setting up an account on Pearson VUE's website. Candidates will have one year to schedule their test appointment, pay and sit for the exam. The candidate should have their credit card on-hand when they log in to schedule their exam, as the system will shut down after 15 minutes if there is no activity. Upon completion, the candidate will receive a Scheduling Confirmation Email. To avoid any issues, please confirm receipt of this email. Failure to receive this email may mean that there has been a problem scheduling your examination. If you do not receive this email, please call Pearson VUE.

Candidates will not be able to make any changes to their name and/or address on the CDR/Pearson VUE Web Portal. Any personal information changes need to be made by completing and submitting the Name/Address Change Form. Upon receipt, CDR will update the candidate's record and notify Pearson VUE. Remember, the candidate's name on Pearson VUE's scheduling system profile and their valid, government-issued photo identification must match in order for them to be admitted to the Pearson VUE Test Center for their examination.

If the candidate does not schedule their examination within their initial year of authorization, they will need to contact CDR for reauthorization. Upon completion of this process CDR forwards the candidate's name to Pearson VUE, who will send out another Authorization to Test email. The candidate will then have another year of authorization. If a candidate does not pass the examination, there is a 45-day wait period between testing; therefore, the candidate can retest on the 46th day from the previous exam date. This 45 days includes weekends. All other policies specify Business Days, Monday through Friday. Should you encounter any difficulties receiving your Authorization to Test email, scheduling your test or at the test center, contact Pearson VUE at 888-

874-7651 for assistance.

If you do not receive a Score Report at the completion of the exam, please contact Pearson VUE to request a copy. For candidates passing the exam, on the bottom of your Score Report it states that you will receive your first CDR correspondence regarding credential maintenance in approximately two to three weeks by email. CDR receives the candidate test information (pass or fail) from Pearson VUE approximately three to five business days following the day of the exam. CDR processes this information in the database and then sends an email to the candidates acknowledging they passed the exam. Within 24 – 48 hours of the first email, the new RD, RDN, DTR or NDTR receives a second email with information regarding the \$60 Registration Maintenance Fee Notice. Some systems may send these emails into your Spam/Junk folder. If you don't see the second email after 48 hours of your first email you should check your Spam. The maintenance fee can be paid by mail, online or by phone. Once the fee is posted to the new registrant's record, their registration card is system generated and mailed within ten business days.

Once you are in CDR's database you can pay the fee online at www.cdrnet.org. On the home page, you will see a Fee Payment option at the bottom of the yellow Login box. You will then see that you owe a \$60 Registration Maintenance Fee and begin the payment process.

If you are a member of the Academy, your membership number and password would be the same as your CDR registration number and password. You can monitor your status on the [CDR website](#) by selecting the [Online Credential Verification Search](#). Once you are in our database you will be able to go all the way through the Search process and print your RD, RDN, DTR or NDTR Verification. If your verification does not appear in this system, please try again in another couple of days. This system was developed to assist the credentialed dietitian, dietetic technician, employers and licensure boards that require verification prior to the registration card being issued. Please share this information with your employer.

Inquiries regarding the CDR registration eligibility process should be directed to Rebecca Beavers at 312-899-4781, or rbeavers@eatright.org or Peggy Anderson at 312-899-4764, or panderson@eatright.org.

Source: <https://www.cdrnet.org/>

**Commission on Dietetic Registration (CDR)
 Entry-level Registration Examinations for Dietitians and Dietetic Technicians
 Frequently Asked Questions**

Examination Format and Development Information

1. What is the difference between computer based testing (CBT) and computer adaptive testing (CAT)?

Computer based testing (CBT) is an umbrella term used to describe several types of examinations administered by computer. These tests may range from conventional multiple-choice tests administered on a personal computer to virtual reality simulations.

Computer adaptive testing (CAT) is a specific type of computer based testing. An adaptive test is commonly shorter than a traditional paper-and-pencil test. CAT also results in more measurement efficiency as it administers questions that provide the most information about the examinee's competence.

2. How often will the computerized examinations be administered?

The examinations will be administered year round at over two hundred fifty (250) Pearson VUE test centers nationwide. Test sites are typically open Monday through Friday, with some centers also open on Saturdays.

3. Where will the computerized examinations be administered?

CDR's testing agency, Pearson VUE, has over two hundred fifty (250) approved examination test centers nationwide, conveniently located in professional office spaces. Candidates will receive the most updated test center listing at the time of test registration. Center locations are subject to change.

4. How often does the examination content outline (test specifications) change?

The content outline changes following the review and analysis of the Dietetics Practice Audit. The last Audit was conducted in 2015. The current content outline took effect January 1, 2017.

2017-2021 Dietitians			Dietetic Technicians	
Domain I	Principles of Dietetics	25%	Nutrition Science and Care for Individuals and Groups	44%
Domain II	Nutrition Care for Individuals and Groups	40%	Food Science and Food Service	24%
Domain III	Management of Food and Nutrition Programs and Services	21%	Management of Food and Nutrition Services	32%
Domain IV	Foodservice Systems	14%		

5. How many questions will be on the Registration Examination for Dietitians?

The multiple-choice examination will be variable length. Each examinee will be given, and must receive, a minimum of one hundred and twenty-five questions: one hundred (100) scored questions and twenty-five (25) pretest questions in order for the examination to be scored. The maximum number of questions possible is one hundred and forty-five (145): one hundred and twenty (120) scored questions, and twenty-five (25) un-scored pretest questions. If less than 125 items are answered when the 2 ½ hour testing period has ended, the candidate will receive a failed score of 2, indicating inconclusive.

6. How many questions will be on the Registration Examination for Dietetic Technicians?

The multiple-choice examination will be variable length. Each examinee will be given, and must receive, a minimum of one hundred and ten (110) questions; eighty (80) scored questions and thirty (30) pretest questions in order for the examination to be scored. The maximum number of questions possible is one hundred and thirty (130); one hundred scored questions and thirty (30) un-scored pretest questions.

Examination Authorization and Fee Payment

7. How long after candidates complete registration eligibility requirements (academic and supervised practice) will it take to be authorized to test?

The entire process, from the time the Commission on Dietetic Registration receives the program director candidate eligibility information to the time the candidate receives the Pearson VUE examination application email, is 3 to 4 weeks.

8. How much is the examination application fee?

The examination application fee for dietitians is \$200 and \$120 for dietetic technicians.

9. Will the online examination application, sent with the link for the Handbook for Candidates by Pearson VUE, expire?

The examination application expires one year after it is issued by Pearson VUE. (Refer to page 1 of the *Handbook for Candidates*.) If the examination application process and examination are not completed within this one-year time period, the examinee must contact the Commission on Dietetic Registration to request reauthorization and a new application.

10. Does the authorization to take the examination expire?

Yes. The CDR authorization to test expires after the test is taken or one (1) year after receipt of the examination application email, whichever occurs first. This means that examinees have 365 days from receipt of the application email from Pearson VUE to register, pay, schedule and complete the examination. If examinees take the test and are unsuccessful, they must contact CDR in order to re-establish eligibility to take the test again. It is important to note that some employers and licensure boards may establish shorter limits on the testing authorization period.

Examination Experience

11. How much time will examinees have to complete the examination?

Examination testing appointments are three (3) hours; two and one-half (2 ½) hours to take the examination, twenty (20) minutes to complete an introductory tutorial, and ten (10) minutes to complete the post examination survey. The timer/clock will begin with question one of the examination. Examinees will have two and one-half (2 ½) hours to complete the examination once the timer/clock begins. The examinee will have the option to hide the clock during the examination. Examination candidates must respond to the minimum number of examination questions (125) in order for the exam to be scored. If the examinee does not respond to the minimum number of questions within the time allowed (two and one-half (2 ½) hours), the examination will shut down and the exam will be scored as a failure, since it was inconclusive. Please see the answer to Question 5 for more information.

12. Will examinees be given an opportunity to become familiar with the computer before beginning the test?

Yes. Examinees will be allowed to take a tutorial on the computer prior to beginning the actual examination. This tutorial will include detailed instructions on taking the computerized examination and provide an opportunity to respond to practice questions. In addition, prior to the exam appointment, there will be a practice test available at www.pearsonvue.com/CDR for candidates to download to experience the navigation of exams, and use of the online calculator.

13. Will a calculator be provided at the test center?

Yes. An online calculator is included in the exam and is the preferred calculator. A handheld test center simple calculator can be issued to the candidate, upon request. Examinees are not permitted to bring their own calculator. The calculator (either version) should be examined and tested prior to the beginning of the examination.

14. Will the test questions be in multiple-choice format?

Yes. Each question has four (4) answer options.

15. Will the test questions be numbered?

Yes. The examination questions will be numbered.

16. Will examinees be allowed to change question responses, skip questions, or review question responses?

No. Each question will require a response in order to continue the examination process. Once an examinee answers a question and continues to the next question, the examinee is not permitted to review or change previous examination questions/responses.

17. Why are there more pretest questions on the Registration Examination for Dietetic Technicians than the Registration Examination for Dietitians?

It is important that new questions be pre-tested for both examinations on a regular basis. The Registration Examination for Dietetic Technicians was only administered once per year until 1996, and coupled with a small examinee volume reduced the number of pretest questions administered each year. With computerized testing and year round administration, CDR has been able to pretest more questions and increase the bank of questions.

Examination Scheduling, and Test Center Issues and Protocols

18. How should I report scheduling problems?

If you experience difficulty during scheduling, please contact Pearson VUE's Candidate Service Center at 888-874-7651.
19. How should I report onsite testing problems?

If you experience technical difficulties during testing, please notify the test center personnel/ proctor immediately. Candidates are responsible for following the instructions for notifying the proctor of a testing problem.

Special Accommodations

20. Will the Commission continue to make special accommodations for examinees with disabilities?

Yes. Reasonable accommodations for candidates with disabilities, provided appropriate medical documentation is submitted with the request for special testing accommodations, will be made. Refer to the *Handbook for Candidates* section on testing with disabilities for specific documentation requirements. All evaluations will be done by Pearson VUE staff who are knowledgeable about the Americans with Disabilities Act.

Study Guides

21. Are there any other materials available to assist examinees in preparing to write the examination?

The Commission on Dietetic Registration publishes two study guides; Study Guide for the Registration Examination for Dietitians; and Study Guide for the Registration Examination for Dietetic Technicians. Both study guides include a comprehensive study outline, references and practice examination. A practice examination is provided in both hard copy and on-line computer versions. The online computer version has been designed to simulate the actual computerized examination. The Commission on Dietetic Registration (CDR) does not endorse any particular preparation program or offering. We encourage prospective credentialed practitioners to use a variety of resources that reflect their learning styles and needs. Purchasing a certification preparation product is NOT required and CDR does not guarantee that an individual will pass based on the purchase of a certification preparation product.

Score Reports: Candidates

22. When will examinees receive their score report?

Score reports will be distributed to examinees as they leave the test center.

23. What information will be included on the examinee score report?

The examinee score report will include the examinee's scaled score and the scaled score required to pass the examination. In addition, the score report will also document the candidate's scaled sub-scores.

	January 1, 2017 to December 31, 2021 Sub-Score Titles	Registration Examination for Dietitians	Registration Examination for Dietetic Technicians
I	Food and Nutrition Sciences	Domains I and II	Domains I
II	Food Service Systems/ Management	Domains III and IV	Domains II and III

24. Will the scaled score required to pass the examination change from the current minimum passing scaled score of twenty-five (25)?

The minimum scaled score required to pass the examination will remain twenty-five (25) on a scale of one (1) to fifty (50).

25. If the examinee decides to stop the examination before responding to the minimum number of questions required to make a pass/fail decision, will the examinee's score be reported as a "fail?"

No. If an examinee chooses to stop the examination before answering or not responding to the minimum number of questions required to make a pass/fail decision, the examination will not be scored. The examinee will receive a form documenting their decision to quit the examination. The examinee must contact the Commission on Dietetic Registration to be reauthorized to test. Candidates seeking reauthorization must contact the CDR by email (ebutler@eatright.org), by telephone (312-899-4859) or online at cdrnet.org to request an examination reauthorization. No refunds will be provided.

Score Reports: Academic Programs

26. Will dietetics education program directors receive institutional score reports?

Yes. Program directors will receive institutional reports in February and August of each year. The institutional score report will include scaled scores for program graduates, percentile ranks, national mean scores, institutional examinee mean scores, and scaled sub-scores. Examinee names will only be included if the examinee authorized release of scores with examinee name.

Examination Reauthorization

27. How soon can unsuccessful examinees retake the registration examination?

Examinees will be allowed to retest forty-five (45) days after taking the examination unsuccessfully. They must contact the Commission on Dietetic Registration to be reauthorized as examination-eligible and pay the current examination application fee.

28. Under what conditions must the examinee contact the Commission on Dietetic Registration to be reauthorized to test?

The examinee must contact the Commission to be reauthorized to test:

- when the examinee fails the examination,
- when the examinee's one-year authorization period ends,
- when the candidate fails to cancel the testing appointment within the specified timeline,
- when the candidate arrives late for the scheduled testing appointment, or
- when the candidate does not complete the examination during the testing appointment.

Candidates seeking reauthorization must contact the CDR by email (ebutler@eatright.org), by telephone (312-899-4859) or online at cdrnet.org to request an examination reauthorization.

29. How often may examinees take the registration examination?

Once an examinee establishes eligibility to take the examination there is no limit on the number of times an examinee may take the examination, provided the examinee waits the required forty-five (45) days between test dates. State licensure candidates must check with their state licensure board for any state specific requirements regarding retesting for licensure purposes only.

Source: <https://www.cdrnet.org/>

**Registered Dietitian Examination
Test Specifications
January 1, 2017 – December 31, 2021**

The Registration Examination for Dietitians is designed to evaluate a dietitian's ability to perform at the entry-level. The examination content domains and topics are outlined below.

I.	Principles of Dietetics	25%
	A. Food Science and Nutrient Composition of Foods	
	B. Nutrition and Supporting Sciences	
	C. Education, Communication and Technology	
	D. Research Applications	
II.	Nutrition Care for Individuals and Groups	40%
	A. Screening and Assessment	
	B. Diagnosis	
	C. Planning and Intervention	
	D. Monitoring and Evaluation	
III.	Management of Food and Nutrition Programs and Services	21%
	A. Functions of Management	
	B. Human Resources	
	C. Financial Management	
	D. Marketing and Public Relations	
	E. Quality Management and Improvement	
IV.	Foodservice Systems	14%
	A. Menu Development	
	B. Procurement, Production, Distribution, and Service	
	C. Sanitation and Safety	
	D. Equipment and Facility Planning	

Approved February 2016

The study outline for the Registration Examination for Dietitians is located at
<https://www.cdrnet.org/certifications/registration-examination-for-dietitians-study-outline--2017>

Other Information

Competencies for Registered Dietitians

Taken from Crosswalk of Knowledge and Competency Statements Between the 2017 and 2012 Accreditation Standards for CP, DI, DPD, FDE, IDE Programs

Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice.	
2017 Statement	Where Located in 2012 Standards
CRDN 1.1 <i>Select indicators of program quality and/or customer service and measure achievement of objectives.</i>	CRD 1.1
CRDN 1.2 <i>Apply evidence-based guidelines, systematic reviews and scientific literature.</i>	CRD 1.2 Reworded to remove sources of information
CRDN 1.3 <i>Justify programs, products, services and care using appropriate evidence or data.</i>	CRD 1.3
CRDN 1.4 <i>Evaluate emerging research for application in nutrition and dietetics practice.</i>	CRD 1.4
CRDN 1.5 <i>Conduct projects using appropriate research methods, ethical procedures and data analysis.</i>	CRD 1.5
CRDN 1.6 <i>Incorporate critical-thinking skills in overall practice.</i>	New

Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.	
2017 Statement	Where Located in 2012 Standards
CRDN 2.1 <i>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.</i>	CRD 2.1
CRDN 2.2 <i>Demonstrate professional writing skills in preparing professional communications.</i>	CRD 2.2
CRDN 2.3 <i>Demonstrate active participation, teamwork and contributions in group settings.</i>	CRD 2.5
CRDN 2.4 <i>Function as a member of interprofessional teams.</i>	CRD 2.10 Reworded to reflect interprofessional teams
CRDN 2.5 <i>Assign duties to NDTRs and/or support personnel as appropriate.</i>	CRD 2.6 Reworded to include duties beyond just patient care
CRDN 2.6 <i>Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</i>	CRD 2.7
CRDN 2.7 <i>Apply leadership skills to achieve desired outcomes.</i>	CRD 2.8
CRDN 2.8 <i>Demonstrate negotiation skills.</i>	CRD 2.13
CRDN 2.9 <i>Participate in professional and community organizations.</i>	CRD 2.9
CRDN 2.10 <i>Demonstrate professional attributes in all areas of practice.</i>	CRD 2.11 Reworded to reflect all areas of practice
CRDN 2.11 <i>Show cultural competence/sensitivity in interactions with clients, colleagues and staff.</i>	Guideline 11.1 learning activities reworded as competency
CRDN 2.12 <i>Perform self-assessment and develop goals for self-improvement throughout the program.</i>	CRD 2.12 Separated concepts of self-assessment and completion of CDR portfolio
CRDN 2.13 <i>Prepare a plan for professional</i>	CRD 2.12 Separated concepts of self-assessment and

development according to Commission on Dietetic Registration guidelines.	completion of CDR portfolio
CRDN 2.14 Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.	CRD 4.3 Reworded to focus on issues and policies impacting the profession
CRDN 2.15 Practice and/or role play mentoring and precepting others.	New

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

2017 Statement	Where Located in 2012 Standards
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.	CRD 3.1 Reworded to remove subgroups as included in Nutrition Care Process; Guideline 10.1
CRDN 3.2 Conduct nutrition focused physical exams.	New
CRDN 3.3 Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.	CRD 3.2
CRDN 3.4 Design, implement and evaluate presentations to a target audience.	CRD 2.3
CRDN 3.5 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	CRD 2.3 Tip
CRDN 3.6 Use effective education and counseling skills to facilitate behavior change.	CRD 2.4
CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.	CRD 3.3
CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends.	CRD 3.4
CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.	CRD 3.5 Comment/Tip Reworded to include 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.	CRD 3.6

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

2017 Statement	Where Located in 2012 Standards
CRDN 4.1 Participate in management of human resources.	CRD 4.1
CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.	CRD 4.2
CRDN 4.3 Conduct clinical and customer service quality management activities.	CRD 4.4
CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.	CRD 4.5 Reworded to incorporate term nutrition informatics

CRDN 4.5 <i>Analyze quality, financial and productivity data for use in planning.</i>	CRD 4.6 , 4.9 Combined
CRDN 4.6 <i>Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.</i>	CRD 4.7 Reworded to include term sustainability
CRDN 4.7 <i>Conduct feasibility studies for products, programs or services with consideration of costs and benefits.</i>	CRD 4.8
CRDN 4.8 <i>Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.</i>	CRD 4.10
CRDN 4.9 <i>Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.</i>	CRD 4.11 Reworded to lower level competence
CRDN 4.10 <i>Analyze risk in nutrition and dietetics practice.</i>	New

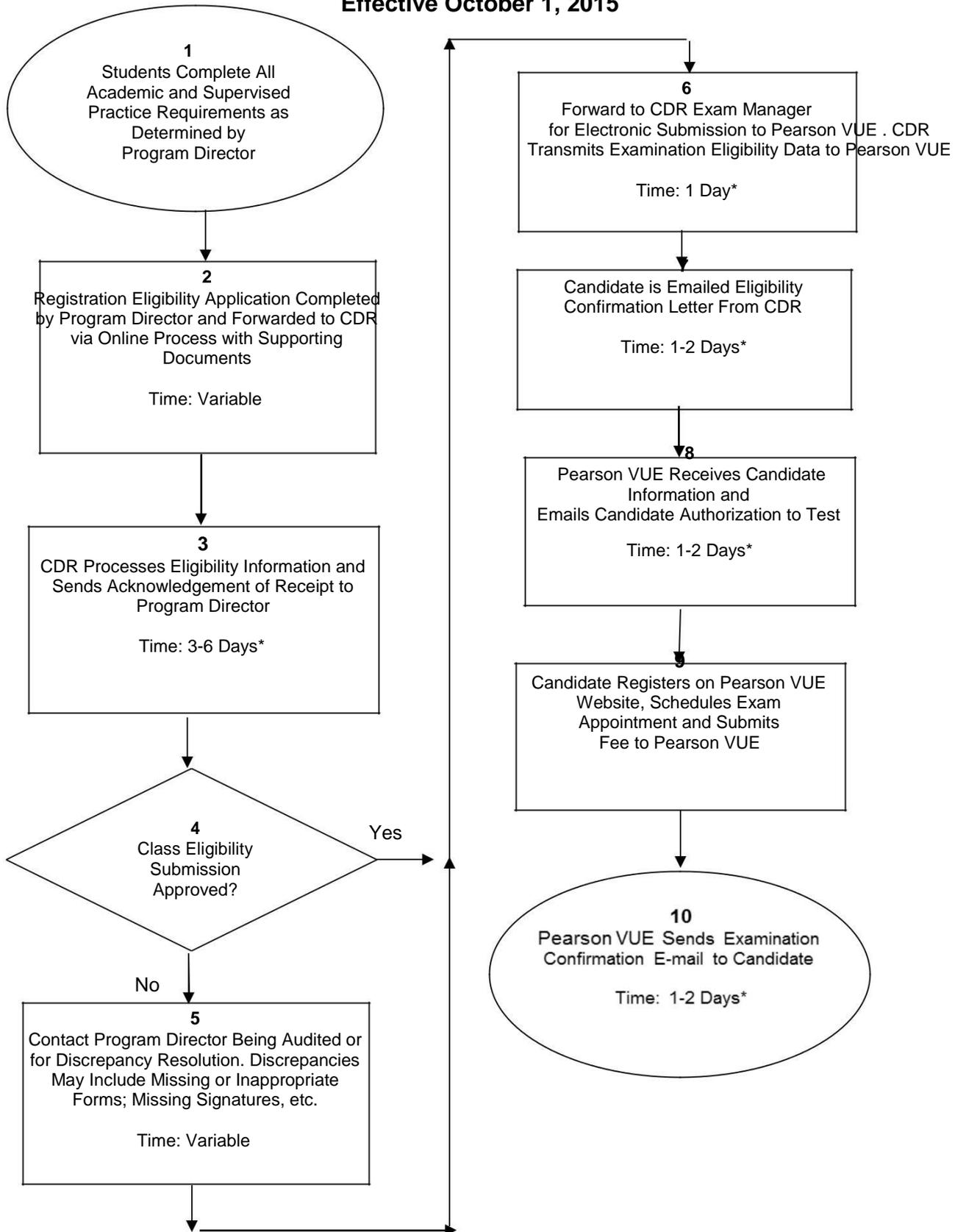
Source: www.eatrightpro.org/

The Code of Ethics for RDNs can be found here:

<http://www.eatrightpro.org/resources/career/code-of-ethics/what-is-the-code-of-ethics>

It is the first download link.

Flow Chart: Registration Eligibility Application Processing Effective October 1, 2015



Flowchart source: www.cdrnet.org/

RDN Exam Review Resources

Courses (to be taken after completion of the Dietetic Internship)

- *Breeding and Associates Education Resources*
*3 day course offered through the United States. Online materials available for purchase as well. Price varies according to package choice. ~\$499.99.
<http://www.rdexa.com>
- *Inman's Review Course for the ADA Registration Examination*
The New England Center for Nutrition and Education, Inc.
*3 day course offered throughout the United States
You can also purchase a CD review to be listened to at home with accompanying written review and practice questions. \$385.00.
www.inmanassoc.com
- *Academy of Nutrition and Dietetics eatrightPREP for the RDN Exam course*
Online review offered by eatright. \$199.99/3 month subscription.
<https://www.eatrightprep.org/rdn-exam>

Prices checked 7/20/17. Prices are subject to change. Please check linked site(s) for current pricing.

*In-person review course option. If you choose an in-person review course, you MUST attend it to be considered as having completed a review course. If you miss your in-person review course, you will be required to schedule another or purchase an online review at your own expense.

"You are educated. Your certification is in your degree. You may think of it as the ticket to the good life. Let me ask you to think of an alternative. Think of it as your ticket to change the world. "

- *Tom Brokaw*