

# SOUTHERN ILLINOIS UNIVERSITY

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

Student/Intern  
Handbook

2021/2022

SCHOOL OF HUMAN SCIENCES  
COLLEGE OF HEALTH AND HUMAN SCIENCES  
SOUTHERN ILLINOIS UNIVERSITY  
CARBONDALE, IL

# SIUC MS/DI Handbook

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# Introduction

Welcome to Southern Illinois University Carbondale!! The accredited *Advanced Degree Dietetic Internship Program*<sup>1</sup> at SIUC is designed for students who want to complete a Master of Science degree in Food and Nutrition with a concentration in Community Nutrition<sup>2</sup>, and who also want to be eligible to take the credentialing exam to become a Registered Dietitian Nutritionist (RDN). This handbook provides details about requirements for completing both parts of the program. It is used as a reference by enrolled students/interns, faculty, preceptors, advisory board members, the School Director, and the Dietetic Internship Program (DI) Director.

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

“Students/Interns” are referred to as “students” in *Graduate Program* section, and as “interns” in *Dietetic Internship* portion. More than likely, you are both!

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

<sup>2</sup> Southern Illinois University Carbondale (SIUC), School of Human Sciences, Master of Science degree in Food and Nutrition with a concentration in Community Nutrition.

# GRADUATE PROGRAM IN FOOD AND NUTRITION

## **ADMISSION REQUIREMENTS** (*Food and Nutrition–Community Nutrition Graduate Program*)

1. Baccalaureate degree from a regionally accredited college or university (completed within last 10 years).
2. Official transcript verifying the degree was conferred.
3. Completion of a Didactic Program in Dietetics (DPD), accredited by the Accreditation Council for Education in Nutrition and Dietetic (ACEND) or evidence of completing all but one semester of coursework in an undergraduate DPD. Students will receive appropriate documentation from their DPD Coordinators that is submitted with Dietetic Internship Program application. Students should supply appropriate documentation (Verification Statement) from their DPD Directors that is to be submitted with their application.
4. If you have completed a minimum of a bachelor's degree at a US regionally accredited university or college and course work accredited by ACEND, you are eligible to participate in the Dietetic Internship Match. Applicants to SIU combined MS/DI program must complete an application for the internship through the [Dietetic Internship Central Application Service](#) (DICAS).
5. Applicants to the Dietetic Internships (DI) must register for the DI match through [D&D Digital](#) to create/modify their prioritized list of dietetic internships for computerized matching. There is a \$50 registration fee for matching that is due with prioritized program rankings. SIU's Match Number is 438. SIU matches only during the spring. Students who match with SIU through the spring matching process are enrolled in SIU's program in August (fall semester). All students must be admitted to SIUC Graduate School in good standing.
6. Grade point average (GPA) 3.0 or higher is required (on scale with A=4.0).
7. Desire to complete a Master of Science degree in Food and Nutrition with a concentration in Community Nutrition combined with a dietetic internship emphasizing in Community Nutrition.
8. International students who have had their education, training and credentials completed outside of the United States or have not completed a Didactic Program in Dietetics should refer to The Academy of Nutrition and Dietetics' [International Student Checklist](#) resource.
9. International students whose native language is not English are required to pass the TOEFL examination with a score of 550 or above. For questions related to education and credentialing requirements for international students, please refer to [International Admissions](#) for more information.
10. A virtual interview is required. You will be contacted by the DI Director after your application is received to schedule the time.

An Advisory Board for the Didactic Program in Dietetics (DPD) and Dietetic Internship (DI) is composed of professional educators, dietetics practitioners, and other professional representatives from business and industry. The Advisory Board reviews applications and scores them based on interest in community nutrition (as stated in personal statement letter), GPA, work and volunteer experience, reference letters, extracurricular activities and virtual interview. Once all applicants are reviewed and scored, the Advisory Board

recommends to the faculty members and the DI Director those selected be admitted to SIUC's Graduate School and DI program.

Another committee, composed of appropriate faculty members and the DI Director, review dietetic internship students' applications recommended to them by the DPD/DI Advisory Board. This faculty committee reviews applications and determines which students should be recommended for admission to the Graduate School/DI Program.

**SIUC Affirmative Action Policy:** "It is the policy of SIUC to provide equal employment and educational opportunities for all qualified persons without regard to race, color, religion, sex, national origin, age, disability, status as a disabled veteran or a veteran of the Vietnam era, sexual orientation or marital status. The University recognizes that the barriers of race, sex, and national origin of some individuals have resulted in their denial of full participation in all societal functions and is, therefore, committed to taking affirmative steps aimed at overcoming such historical patterns of discrimination in our society."

If you are already a Registered Dietitian and are completing a Master's Degree in Food and Nutrition with a concentration in Community Nutrition, you will also complete a community nutrition rotation and coursework.

**Orientation:** New dietetic internship/graduate student orientation takes place the week prior to the fall semester beginning. Orientation is mandatory for all incoming students. Graduate School orientation is during the first few weeks of the fall semester and is highly recommended to attend.

**Schedule of Classes:** Information about admission, advisement, registration, academic calendar, tuition, and fees, is available on the [SIU's webpage](#). Click on *SalukiNet* to find the "Schedule of Classes" link.

**Graduate Catalog:** The [Graduate Catalog](#) provides information on many topics. A few topics that you need to pay attention to include: Students' responsibilities for degree requirements, Thesis requirements, Summary of master's degree requirements, Registration for graduate school, Graduate School course loads, Graduate Assistantships, Fellowships, Tuition and fees, Residency requirements (you pay lower tuition as an Illinois resident), Immunizations and Illinois law, and Food and Nutrition Program.

### **ASSESSMENT OF PRIOR LEARNING**

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

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

- personal profiles and portfolios
- non-credit certificates/diplomas
- work products and artifacts

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

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

## **SUPPORT SERVICES**

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

SIU Carbondale's [Career Development Center](#) provides students with the valuable services needed to prepare them for their future career. A variety of resources are provided including [career counseling](#), [resume and cover letter critiques](#), [interview preparation](#) and assistance with job research resources.

The [Writing Center](#) offers free writing assistance to any student (undergraduate or graduate) taking any course from any department, and to faculty and staff. Whether in-person or online, tutors will work with students at any stage of the writing process and/or any other individual writing concerns they may have.

The [Center for Learning Support Services](#) (CLSS) assists students of all cultures, abilities, backgrounds and identities with becoming self-regulated learners who continually work to improve their academic performance through tutoring, academic coaching, and test preparation.

[Morris Library](#) contains extensive holdings and a wide array of bibliographic and instructional support services offered by SIUC's Morris Library and is amongst the foremost research institutions. The library is a longtime member of the Association of Research Libraries ([ARL](#)) and also holds membership in the Consortium of Academic and Research Libraries in Illinois ([CARLI](#)) and provides access to I-Share, the statewide automated library system that provides a comprehensive array of databases and other electronic data. It is also an active participant in [OCLC](#) (Online Computer Library Center), which is a global library cooperative that provides shared technology services, original research and community programs in more than 100 countries.

[Student Health Services](#) provides an on-campus medical clinic, limited dental care, a pharmacy, and health promotion. As a part of Student Health Services, Wellness and Health Promotion Services work closely with students to create a healthy learning environment. They also provide services/education in alcohol and drugs, suicide prevention, stress reduction, sexual health, violence prevention, survivor support, sleep education, and nutrition. Students with mental health concerns are encouraged to contact the [Counseling and Psychological Services](#) which is staffed with counselors and psychologists.

[Disability Support Services](#) (DSS) provides services to students with disabilities and ensures they receive equal, effective, and meaningful access to all campus programs, resources, and services. DSS provides the required academic and programmatic support services to students with permanent and temporary disabilities. Disability services are located throughout the University in integrated settings. DSS also provides centralized coordination and referral services. In order to utilize DSS services, students must come to the disability office to open cases. The process involves interviews, reviews of student-supplied documentation, and completing Disability Accommodation Agreements.

### **TUITION AND FEES**

*The Graduate Catalog and Schedule of Classes* provide complete descriptions of tuition and fees charges. Graduate tuition for Fall 2021 for Illinois residents is \$469.50 per semester hour. For graduate non-Illinois residents, tuition is two and half times the resident rate at \$1,173.75 per semester hour. These charges are subject to change.

The General Student Fee (GSF) for on-campus is \$117.00/hour. The on-campus GSF allows on-campus students unlimited access to the [Student Recreation Center](#), access to services at the [Student Health Center](#), use of the [Saluki Express bus service](#) that operates around campus and to certain locations throughout the region, and free entry into [athletic events](#). It gives them free access to an [attorney](#) to help them navigate personal legal problems. And it provides for [student RSOs](#), the student-led [Green Fund](#), upgrades and maintenance to campus facilities and the campus computer networks, and other services and obligations necessary to support [SIUC's mission and goals](#). All students must pay fees, including those who have tuition waivers.

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

### **WITHDRAWAL/REFUND POLICIES FROM THE UNIVERSITY**

Students registered for academic work must obtain a withdrawal if they contemplate leaving the University (see [University's Withdrawal Policy](#)). Semester withdrawal occurs when all courses for which the student is registered are dropped. Withdrawal from the University is a serious decision, which, in many cases, affects financial assistance status, academic records, and future career plans. Semester withdrawal is processed through the [Registrar's Office](#). A withdrawal will not be issued beyond the tenth week of the semester unless the reasons for the withdrawal are beyond the student's control and verified in writing. Warning: if a student obtains a withdrawal after the 100% refund period and is receiving financial assistance, the student may be in violation of the Satisfactory Progress for Financial Assistance policy since no academic credit will be earned for the semester. Students receiving a withdrawal from a full semester length course within the first two weeks will, under normal circumstances, receive a refund of all tuition and fees paid by the student or family. Some or all financial assistance funds, depending on the source, will be returned to their original sources if the student withdraws during the 100% period.



Students who withdraw after the full refund deadline will receive an account credit equal to the appropriate refund of tuition and fees. An administrative fee will be assessed to all students who withdraw from the University and receive a refund beyond the full refund period. The amount of the fee will be a fixed charge of \$100. No tuition refund will be given after week four; no refund of fees will be given after week three. Student medical benefit fee cannot be refunded after week two and payment has been made to carrier. Student fees are charged as a condition of enrollment.

Students who officially withdraw from school by the specific withdrawal deadline will receive a credit to their University account. Immediate cash refunds are not given for withdrawal from the University, reduction in credit-hour loads, or overpayment of account. The Bursar processes refunds at least once a week (twice a week during the week before the start of a semester and the first week of a semester) from an automated listing reflecting those accounts with a credit balance. No refunding of tuition and fees is made for a withdrawal occurring after the deadlines, except as described in the section titled [Tuition and Fee Refund Policy and Procedures](#).

### **FINANCIAL ASSISTANCE**

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

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

Assistantships can be either 4-<sup>1</sup>/<sub>2</sub> or 9-month appointments. If granted a graduate assistantship, **plan your calendar commitments carefully according to the needs of faculty to whom you are assigned.**

Fall and spring assistantship appointments receive a 15-hour tuition waiver if the appointment is for half-time (50% - 20 hours' work per week) and quarter-time (25% - 10 hours' work per week).

Summer assistantships receive a tuition waiver if the appointment is for 50% of the entire summer semester (6 out of the 12 weeks). Summer waivers pay for all summer classes (i.e., intersession, 6-week, or 8-week courses). Both half time (50%) and quarter-time (25%) assistantships receive a 9-hour waiver for the summer. Graduate assistants that have a consecutive fall and spring contract automatically receive a 9-hour summer waiver.

***\*Tuition waivers pay tuition only; students are required to pay all their fees for the number of credit hours they are registered for during each semester.***

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

Salary schedules for graduate assistantships vary. Currently, monthly stipends awarded through the School of Human Sciences range from \$750 (25% appointment) to \$1500 (50% appointment). Generally doctoral students are paid higher rates than master's

students. Information about the specific conditions of the appointment should be directed to the School making the appointment.

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

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

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

2. [Graduate Fellowships](#) may also be available. The number of fellowships varies depending on funds available. These awards are based upon scholarships, scores on standardized tests, and potential for success in graduate study.
3. *Scholarships* are available from the Academy of Nutrition and Dietetics Foundation and sometimes from the Southern Illinois Dietetic Association to help defray educational expenses. You must be a member of these associations to be eligible for their scholarships.
4. Information about *Federal Direct Student Loans* and other financial assistance is available from [Financial Aid Office](#) (618-453-4334). You are responsible for knowing and following all requirements associated with receiving any financial aid. Questions regarding financial aid should be directed to Financial Aid Office staff.

### **INSURANCE REQUIREMENTS**

SIU Carbondale requires all students taking on-campus courses to have health insurance. To meet this mandate, all students taking on-campus courses will be billed the student health insurance fee. Students who already have comparable health insurance coverage may [waive](#) the fee by completing the waiver process prior to the [posted deadlines](#), which is two-weeks after classes begin. All students taking on-campus courses, who do not complete the waiver process by the posted deadline, will be automatically enrolled in the SIU Student Health Insurance Plan and will not be eligible for a refund. If it is your intent to enroll in the student health insurance plan, it is strongly recommended that you enroll

yourself as soon as possible. Doing so assures you have access to off-campus benefits on the effective date of the policy.

The Student Health Insurance Plan provides health insurance coverage that compliments the Student Health Center, covering expenses such as pharmaceuticals, immunizations, and off-campus services such as emergency room, hospitalizations, surgery, ambulance and specialty care.

### **GENERAL RESPONSIBILITIES AND COST**

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

**Computer and Computer Skills:** You will need a computer for course work, projects, presentations, and practicums. Skillful use of software for word processing (e.g., MS-Word), spreadsheet usage (e.g., MS-Excel), and MS-PowerPoint are expected.

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

**Immunizations:** Your [immunizations](#) must be compliant per SIU policy. Failure to comply with the Illinois State Mandate will result in a SHC hold being placed on your registration. **All costs for additional vaccinations required for entrance into graduate school are the student's responsibility.**

### **DRESS CODE**

Appropriate dress is required for class attendance, graduate assistantship work, and practicum experiences. A clean, neat, "competent professional appearance" should be the goal for appropriate dress. Dress reflects your professional attitude and thus your body language and oral communication. All students must be certain that personal hygiene, clothing and appearance make a good impression at all times. This includes:

- ✓ No non-traditional hair colors
- ✓ No bare midriffs – shirts must cover midriffs when your arms are raised and cover the back when you are bending over
- ✓ No low cut tops
- ✓ No see-through tops/bottoms; keep your undergarments covered
- ✓ **In general, clothing that works well for the beach, yard work, dance clubs, exercise sessions, and sporting events is not appropriate for a professional appearance.**

No dress code can cover all contingencies so you must exert a certain amount of professional judgment in the choice of clothing you wear. If you have any questions about acceptability of clothing, ask the DI Director.

### **OBJECTIVES OF MASTER'S DEGREE PROGRAM IN FOOD AND NUTRITION**

1. For you to complete a Master of Science degree in Food and Nutrition with a concentration in Community Nutrition.
2. For you to conduct research in community nutrition by completing a thesis paper that may also lead to preparation of a manuscript for publication.

### **COURSEWORK**

During the 24- to 30-month combined program, 41 to 44 credit hours are completed. Each of the three rotations is a 3-credit-hour class: food service management (3), medical nutrition therapy (3), and community nutrition (3), for a total of 9 credit hours. **You are required to complete the master's degree work prior to going on rotation** (i.e., all courses and thesis). By completing the hands-on practice portion of the program last, you are able to study for the RDN exam while information is fresh. This sequence (course work, supervised practice and then study review for Registration Examination for Dietitian Nutritionists) provides you with a logical progression for taking the RDN exam and applying for jobs. Historically, many students found jobs by the time they finished rotations; and it became cumbersome to have to return to the University to complete coursework or a thesis.

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

### **FORMAL ASSESSMENT OF LEARNING**

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

If a "C" is earned in a core course, the course must be repeated and a grade of "B" or better earned **before starting rotations**. Note: Grades you earn as a graduate student are permanently retained on your transcript. Repeating a course is allowed only if the Dean of Graduate School gives their approval. The grade you earned the first time stays on your transcript. The grade you earn the second time will be averaged in with your other grades.

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

collegiate dean petition the graduate dean for an exception.” See the Graduate School Catalog for more information.

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

Core courses include KIN 500 (Research Methods), FN 540 (Public Health Nutrition), FN 581 (Dietetic Internship Prep Class), FN 530 (Advanced Nutritional Assessment and Education), FN 574 (Advanced Medical Nutrition Therapy), FN 585 (Food and Culture in Global Nutrition-currently KIN 505), FN 560 (Advanced Food Service Management) and FN 590 (Nutrition Experiential Learning). You must also earn a grade of “B” or better in supervised practice courses: FN 580 A, B, C: 580 A clinical, 580 B management, 580 C community). **If you perform at less than a “B” level in any rotation, you will be provided an opportunity to bring your grade up to a “B” by completing additional work within a defined period of time (usually one to two weeks—more, if circumstances warrant it). If the extra time and practice are not sufficient, you will be dropped from the program.**

Students with minimal chances of success in the program as evidenced by continuous evaluation will be counseled into career paths that are appropriate to their ability. This determination will be based on academic performance, evaluations, and discussions with faculty.

### **COMMUNITY NUTRITION CONCENTRATION**

The Master of Science Degree in Food and Nutrition with a concentration in Community Nutrition is coordinated with the Dietetic Internship Program. The curriculum is designed to provide advanced study in community nutrition and public health/nutrition policy and provide 1200 hours of supervised practice (dietetic internship). Graduates who successfully complete the master’s degree coursework and the 1200 hours of dietetic internship must be verified by the program director to then be eligible to take credentialing exam to become a Registered Dietitian Nutritionist (RDN).

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

### **SCHEDULE OF CLASSES**

A detailed "Curriculum Guide" is found on page 39. You and the DI Director will sign an individualized "Program of Study" about the fifth week of your first semester. Your program allows for some flexibility and is developed for you with assistance from the DI Director. Your original Program of Study is placed in your permanent file and a copy will be provided to you. Any program changes will be noted during progress evaluations.

### **SUPERVISION OF THESIS**

A faculty member (“committee chair”) directs your work and mentors you while you develop and complete your thesis. Pairing of students with major professors occurs within the first few weeks of the first semester. You should develop a timeline for completing various portions of your thesis in conjunction with your major professor’s advice and calendar.

### Thesis Committee Selection

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

### Thesis/Research Paper Protocol

1. Committee chair is the person you work with throughout the development of your project.
2. Only AFTER your committee chair has given you the “okay” do you provide copies of your project to other committee members for their feedback.
3. As with other classes, FN 599 (thesis) requires you to purchase your own supplies: (paper and duplicating are your responsibility, not the departments).
4. Scheduling appointments with your chair is your responsibility.
5. Before the start of any research involving human subjects, the research project must be reviewed and approved by the [SIU Human Subjects Committee](#) (an Institutional Review Board). If your master’s project will involve human subjects (including administering questionnaires, conducting interviews, or accessing confidential databases), you must submit an application to the committee prior to the start of the research.
6. Most committee chairs will need “turn-around” time to review your work – ask them how much time they will need and plan that time into your overall schedule. Count on at least 2 weeks turn-around time.
7. When your committee chair indicates the time is right, provide copies of your project to other committee members. Find out how much turn-around time they need to review your work and provide you with feedback. Inform your Chair of changes recommended by other committee members.
8. Committee members need a minimum of 2 weeks to review the thesis prior to the prospectus and/or defense.
9. The Defense must be posted no later than 1 week prior to defense. In addition, a flyer must be provided to each School of Human Science’s faculty members, DI Director, and School of Human Sciences Director with written notice of the scheduled date, time, and place of your oral defense. Other faculty may also need to receive flyers such as; Physiology, Health Education and Recreation, Public Health, and Kinesiology.
10. Following the majority of thesis oral defense meetings, students are required to make changes to improve accuracy. Some of these changes can be quite time-consuming, so allow time for this part of the process.
11. Once the changes have been accepted by your committee chair, you will need to obtain signatures from all committee members. Once all signatures have been obtained, submit your completed copy to the Graduate School.
12. Provide a bound copy to the School of Human Sciences and to your Committee Chair.

**Suggested Timeline for Completing Thesis** (to complete entire program within 2 years)

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

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

- **Thesis/Research Paper Guidelines.** Title, “*Guidelines for the preparation of dissertations, theses and research papers*”. Procure newest version from Graduate School office in the Student Services Building. Follow directions **completely**, as Graduate School will not accept papers that do not match specifications (margins, page number placement, format, etc.)
- **Forms.** Download forms from Graduate School website.
  - **Graduate Faculty Committee Approval Form**
    - **This form must be submitted to the graduate school before writing your thesis. Make 3 originals.**
      - Provide 2 originals to the DI Director to be placed in your permanent file.
      - You will give 1 original will be given to the Graduate School.
      - Keep one copy for your records.
  - **Thesis Approval Form** (must print on 25% cotton paper)
    - Make 3 originals.
      - Provide 2 originals to the DI Director to be placed in your permanent file.
      - You will give 1 original will be given to the Graduate School.
      - Keep one copy for your records.
  - **Oral Defense Form**
    - Make 3 originals

- Provide 2 originals to the DI Director to be placed in your permanent file.
- You will give 1 original will be given to the Graduate School.
- Keep one copy for your records.

### **PROFESSIONAL TRACK OPTION**

Students who do not wish to complete a thesis or research paper may opt for the professional track option. The professional track option will require an additional 6 credits of elective coursework. Possible elective options include:

- HND 445: Nutrition for Sports and Exercise
- PH 514: Public Health Analytics II
- PH 512: Public Health Program Planning
- PH 532: Public Health Administration
- PH 583: US Health Systems
- PH 593: Epidemiology
- KIN 530: Exercise Psychology
- LAW 668: Public Health Law

Note: this is not a complete listing of possible electives. Also to consider is the semester in which the classes are offered. This changes from year to year, so plan ahead. This will be discussed at your semester meetings with the DI Director and when completing your individualized Program of Study.

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

### **DOUBLE MAJOR FOR A MASTER'S DEGREE**

A student may earn a double major for a master's degree if such a program of graduate study is appropriate with the student's vocational and professional goals. A student interested in pursuing a double major for a master's degree must submit to the graduate dean the program of study endorsed by the faculty/director of both of the cooperating units. The form for submitting a double major program of study is located [here](#) or available in the Graduate School Admissions Office, 1263 Lincoln Drive room 310.

Requirements:

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



## **Approved Double Major Programs include:**

### **Master of Science Degree in Food and Nutrition and Kinesiology: Exercise Science**

This is a 2.5-year program which integrates Food and Nutrition with the Kinesiology Department in Exercise Science. It includes 30 semester hours of Food and Nutrition coursework and 21 semester hours of Exercise Science coursework. Along with the primary Food and Nutrition classes, students will take Kinesiology classes such as: KIN 520: Metabolic Analysis, KIN 530: Exercise Psychology and be involved in a research project in KIN 592. Note: this is not a complete listing of classes for the dual degree. Classes for both degrees may change. This will be discussed with you when completing your individualized Program of Study and with your Exercise Science advisor. For a sample Curriculum Guide, please inquire to the DI Director.

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

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

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

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

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

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

### **GRADUATION REQUIREMENTS FOR MASTER OF SCIENCE DEGREE IN FOOD AND NUTRITION**

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

- Completion of MS degree requirements for Graduate School and for Food and Nutrition with a concentration in Community Nutrition as outlined in Southern Illinois University Carbondale (SIUC) [Graduate Catalog](#).

**Electronic Theses and Dissertations (ETD):** Theses and dissertations are to be submitted to the Graduate School electronically in a PDF format that conforms to the guidelines established by ProQuest Information and Learning. The Graduate School will establish guidelines for format. Students will be required to pay a submission fee. The copyright fee is optional. More information regarding thesis requirements can be found [here](#). The

submission deadline for theses/dissertations can be found at the above link as well. Your thesis advisor should contact the graduate school at 536-7791 if he or she has questions.

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

### **ACCESS TO YOUR PERMANENT FILE**

Your permanent file is located in Quigley Hall, Room 219E (DI Director's office) for 5 years. Any student wishing to view their own file should schedule an appointment with the DI Director to do so.

Information placed in your permanent file includes, but is not limited to:

1. Checklist of Progress (pg. 38)
2. Application to SIUC Dietetic Internship Program and related correspondence
3. Verification Statement and final transcript conferring bachelor's degree from your DPD University
4. Evaluations and correspondence pertaining to coursework
5. Evaluations and correspondence pertaining to supervised practice experiences
6. Your DI verification statement
7. Any other documents that are, have been, or are intended to be used in determining your qualifications to graduate from the Food and Nutrition master's degree program and Dietetic Internship Program

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

### **PROTECTION OF PRIVACY OF INFORMATION**

The University complies with the Family Education and Privacy Act of 1974 and the regulations under the Family Educational Rights and Privacy Act (FERPA). Therefore, it is SIUC's general policy that all requests for student educational records, other than directory information, not be disclosed absent a written authorization by the student for the release of those records. For more specific information on student rights, please see [SIU's Family Educational Rights and Privacy Act](#).

### **LEAVE OF ABSENCE**

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

A leave of absence from the Graduate Program in Food and Nutrition will only be allowed with a justified reason (i.e., life-threatening sickness, death of an immediate family member). Other reasons may be submitted for approval but are at the discretion of the DI

Director, the Director of the School of Human Sciences and the Graduate School. If a leave of absence is approved, it may only be allowed for two semesters, not including summer. If you do not return after two semesters, you will be dropped from the program.

- **Continuing Enrollment Requirement - Registration in 601 (1 hour per semester) is required of all graduate students, whether in residence or not, who are not otherwise enrolled for fall or spring semester. Concurrent registration in any other course is not permitted. Students registering for 601 are assessed only in-state tuition for the credit hour associated with the registration. Since student fees are not assessed for 601, the students are not eligible for the benefits of any other programs such as Recreation Center use, Health Service and Student Medical Benefits, Students' Attorney Program assistance, etc. Students needing the above benefits that require fees may instead register for additional research, thesis, or dissertation hours. All students in a graduate program, but not enrolled in classes by the Friday of the first week of the fall or spring semester, will be registered in 601 by the Graduate School and charged tuition for 1 hour of 601. This hour will be dropped if the student subsequently enrolls in a class that semester or is granted a leave of absence by his/her graduate program by the 8th week of the semester. Each program has its own policy of whether and when to grant leaves of absence. Students on leave are not required to enroll in 601 for the period of leave, but a leave of absence does not affect the time-to-degree requirements. The requirement of 601 enrollment ends when a student passes the six-years to complete a master's degree, without completing the degree, the five-years of doctoral candidacy, or officially withdraws from a program prior to completion of the degree, or graduates. Students who are granted extensions to these time limits would be covered by this revised 601 policy. Summer sessions are exempt from the continuous enrollment requirement. See the [Graduate Catalog](#) for more information.**

# **DIETETIC INTERNSHIP PROGRAM**

## **DI DIRECTOR COORDINATES THE DIETETIC INTERNSHIP PROGRAM**

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

## **PHILOSOPHY OF DIETETIC INTERNSHIP PROGRAM**

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

## **MISSION OF DIETETIC INTERNSHIP PROGRAM**

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

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

## **GOALS AND OBJECTIVES OF DIETETIC INTERNSHIP PROGRAM**

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

**Program Objectives for Goal 1:**

- a) The program’s one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
- b) At least 90% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- c) Of graduates who seek employment, at least 80% are employed in nutrition and dietetics or related fields within 12 months of graduation.
- d) 80% of employers who return an employer satisfaction survey will indicate they are satisfied with graduate’s preparation as an entry-level dietitian.
- e) 80% of graduates who return an alumni survey will indicate the preparation they received was adequate for entry level dietetics-related practice.

Goal 2: The SIUC combined MS/DI Program will prepare graduates for practice in community nutrition.

Program Objectives for Goal 2:

- a) At least 80% of program interns complete program/degree requirements within 36 months (150% of the program length).
- b) >90% of graduates will rate their perceived progress as either adequate or competent as a community/public health nutritionist by completing the “Self-Assessment tool for PHNs”.

### **ADMISSION REQUIREMENTS TO DIETETIC INTERNSHIP PROGRAM**

1. Baccalaureate degree from a regionally accredited college or university (completed within last 10 years).
2. Official transcript verifying the degree was conferred.
3. Completion of a Didactic Program in Dietetics (DPD), accredited by the Accreditation Council for Education in Nutrition and Dietetic (ACEND) or evidence of completing all but one semester of coursework in an undergraduate DPD. Students will receive appropriate documentation from their DPD Coordinators that is submitted with Dietetic Internship Program application. Students should supply appropriate documentation (Verification Statement) from their DPD Directors that is to be submitted with their application.
4. If you have completed a minimum of a bachelor’s degree at a US regionally accredited university or college and course work accredited by ACEND, you are eligible to participate in the Dietetic Internship Match. Applicants to SIU combined MS/DI program must complete an application for the internship through the [Dietetic Internship Central Application Service](#) (DICAS).
5. Applicants to the Dietetic Internships (DI) must register for the DI match through [D&D Digital](#) to create/modify their prioritized list of dietetic internships for computerized matching. There is a \$50 registration fee for matching that is due with prioritized program rankings. SIU’s Match Number is 438. SIU matches only during the spring. Students who match with SIU through the spring matching process are enrolled in SIU’s program in August (fall semester). All students must be admitted to SIUC Graduate School in good standing.
6. Grade point average (GPA) 3.0 or higher is required (on scale with A=4.0).
7. Desire to complete a Master of Science degree in Food and Nutrition with a concentration in Community Nutrition combined with a 7- ½ month dietetic internship with Community Nutrition emphasis.
8. International students who have had their education, training and credentials completed outside of the United States or have not completed a Didactic Program in Dietetics should refer to The Academy of Nutrition and Dietetics’ [International Student Checklist](#) resource.
9. International students whose native language is not English are required to pass the TOEFL examination with a score of 550 or above. For questions related to education and credentialing requirements for international students, please refer to [International Admissions](#) for more information.
10. A virtual interview is required. You will be contacted by the DI Director after your application is received to schedule the time.

## **DPD/DI ADVISORY BOARD**

An Advisory Board for the Didactic Program in Dietetics (DPD) and Dietetic Internship (DI) is composed of professional educators, dietetics practitioners, and other professional representatives from business and industry. The Advisory Board reviews applications and scores them based on interest in community nutrition (as stated in personal statement letter), GPA, work and volunteer experience, reference letters, extracurricular activities and virtual interview. Once all applicants are reviewed and scored, the Advisory Board recommends to the faculty members and the DI Director those selected be admitted to SIUC's Graduate School and DI program.

Another committee, composed of appropriate faculty members and the DI Director, review dietetic internship students' applications recommended to them by the DPD/DI Advisory Board. This faculty committee reviews applications and determines which students should be recommended for admission to the Graduate School/DI Program.

The Advisory Board meets once annually to review the Dietetic Internship program and to recommend new dietetic interns. Other tasks the Advisory Board is involved with are:

1. Reviews current operations of DPD and DI and makes recommendations for these programs.
2. Reviews admission and selection procedures for applicants; assists with ranking applicants for program admission.
3. Responds to interns' evaluations of DI and makes recommendations.
4. Assists faculty with making program modifications as proposed by students, preceptors, and faculty.
5. Reviews results of interns' performance on RDN exam (i.e., Commission on Dietetic Registration's examination for dietitians) and recommends program changes when appropriate.

**Dietetic Interns Attend DPD/DI Meeting.** You have been accepted into the program because of this committee's efforts to select you from the pool of students who applied to the program. You are **required** to attend the annual Advisory Board meeting for about one hour. Meeting dates and times (late March each year) are announced several weeks in advance. Committee members enjoy meeting both the newest students and visiting with those who have already taken coursework or have completed rotations.

## **TERMS**

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

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

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

**Objectives:** See Competencies.

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

**Rotation:** A defined block of time during which you complete supervised practice experiences to develop entry-level competence as a dietitian in a specific area of dietetics practice. There is one [dietetic internship] rotation for each of the 3 areas of practice. Areas of practice include food service management, clinical (medical nutrition therapy), and community/public health nutrition. Each rotation is 8 to 12 weeks long (a total of 7-1/2 months when all 3 rotations have been completed) with 1200 hours of one-on-one hands-on supervised practice completed.

Descriptions of various rotations are in the “ROTATIONS” binder in DI Director’s office, Quigley 219E. You should review this information to learn about possible rotations. Talking with students/interns who have completed rotations may also be helpful.

After a thorough reading of rotations descriptions, you will provide a description of your professional/career goals to the DI Director. In addition, you may also be required to interview with potential rotation sites to ensure a good fit. If you are not accepted by two or more rotation sites, SIU is not obligated to continue searching for a rotation site.

### **SITE ASSIGNMENTS**

The DI Director assigns interns to their rotation sites based on performance observed in graduate school (i.e., coursework, attendance, written/verbal communication, and professionalism-including attitude). Additional consideration will be based on your career goals, special interests, and extraordinary circumstances. You will complete the "Student's Goals and Objectives" form, located under Intern Responsibilities to review with the DI Director. Individual meetings will be set up between you and the DI Director to review your goals and objectives, review performance in graduate school, and to discuss rotation possibilities. Every effort is made to place interns in sites that are of interest to them or to accommodate unique situations when assigning rotations. However, keep in mind, the ultimate decision falls to the DI Director. Your rotation schedule will be assigned to you in late spring of your first year. Based on the sites available at that time, you may be required to relocate at least once during your rotations, so please plan accordingly.

In general, the SIU Dietetic Internship Program and the majority of sites do not provide compensation to dietetic interns on rotations. However, this may vary from year to year and is never guaranteed. If a site provides compensation, the site will have direct input on choosing their intern(s). Currently, the VA in Marion provides compensation for all three rotations. If an intern is interested in the VA, the intern will provide a resume and complete an onsite interview. To be considered, the intern must have a career goal of working with the population housed in the VA Medical Center, working in the VA Community program(s), or as a director in the VA Food Service Division. The DI Director and the Chief of Nutrition Services at the Marion VA will mutually agree on the intern(s) for the site assignment. Please note, these requirements are in addition to what is stated above regarding site assignment (performance observed in graduate school, i.e., coursework, attendance, written/verbal communication, professionalism, and any extraordinary circumstances).

**NOTE:** Southern Illinois University has over 20 rotation sites in 2 states. There is a significant amount of legal paperwork involved in establishing and maintaining the Affiliation Agreements with these institutions. Many administrators are involved from SIUC, as well as from each site. Therefore, students do NOT set up rotations for themselves. If you have special needs or circumstances regarding your rotation placement, they should be brought to the attention of the Dietetic Internship Director as soon as possible.

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

Supervised Practice Experiences: See *Competencies*

### **SCHEDULE OF CLASSES**

A general curriculum guide is found under the “Supplemental Material” section and includes all required coursework and rotations. You and the DI Director will sign an individualized curriculum plan about the fifth week of your first semester. The program allows for *some* flexibility and is developed for you with assistance from the DI Director. Your individualized plan is placed in your permanent file and a copy is provided to you.

Note: Students who have not already passed (grade “B” or better) a senior level 3 credit-hour course in community nutrition must complete FN 480 (Community Nutrition, 3 credit hours) or the equivalent before taking FN 540. In addition, if you did not pass nutritional biochemistry with a grade of “B” or better, you must (re)take FN 425.

### **TIMELY COMPLETION OF ROTATIONS**

Completion of course work, thesis, and internship rotations, are accomplished in 2 years when you adhere to your “Curriculum Guide”, unless completing a double major. If you deviate from your original plan, you may not be able to go out on rotations in a timely manner. Consequences may result in unwanted expenses while waiting for a rotation opening to occur. Also, since some courses are taught only in spring or fall, deviations from your original plan could lead to a 2-1/2-year, 3-year, or longer program.

**REGISTER CORRECTLY FOR ROTATIONS!** *Doing so will save you much grief later!* 😊

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

<b>FN 580 A =</b>	<b>Clinical rotation</b>
<b>FN 580 B =</b>	<b>Management rotation</b>
<b>FN 580 C =</b>	<b>Community rotation</b>

- **Section Number**
  - Section number for FN 580 classes, as shown in Schedule of Classes, is “001” which represents an independent study course. When you



register for such a course, the instructor's number for independent study must be entered (Brenda Green's instructor number is 707).

- Use a calendar to figure out which semester is appropriate.
  - If a rotation starts *after* the end of a semester, enroll in the following semester.
    - Example 1. If spring semester ends on May 15, and your rotation starts May 22, enroll in summer semester (even though summer semester may not officially begin for another 3 weeks).
    - Example 2. If summer semester ends August 3, and your rotation begins on August 6, then register for fall semester (even though classes for fall do not officially begin for another 2 weeks).

### **TIPS FOR SUCCESS DURING SUPERVISED PRACTICE**

***Consider this a 7-1/2 month  
job interview!***

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

### **CODE OF ETHICS**

During rotations, and later as practicing professionals, you will be expected to adhere to the "Code of Ethics for the Nutrition and Dietetics Profession" (*Part III: 11*). Principle's "h" and "I" under Section 2 of the Code refer to maintaining confidentiality of information. You will sign a "Confidentiality Statement" (*Part III: 12*) before going on rotations. A copy is kept in your permanent file and additional copies are provided to each preceptor.

### **ROTATION SITE AND PRECEPTOR REQUIREMENTS**

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

1. If not a RDN, there must be a department Director or head supervisor with a minimum of one year supervisory experience, based on resume, to mentor the intern. Experience may include education (Certified Executive Chef, Bachelor Degree in Food and Nutrition or related area, Dietary Manager Certification) as well as years of practical experience.
2. Facilities must have capabilities to assist interns in meeting all required management-related 2017 ACEND Accreditation Standards.

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

1. A Clinical (MNT) Facility must be accredited and/or licensed by the appropriate agency, such as JACHO or the state.
2. Each facility should be licensed for at least 50 inpatient bed censuses.
3. Facilities must have capabilities to assist interns in meeting all required Clinical (MNT)-related 2017 ACEND Accreditation Standards.
4. Although not required, facilities where advanced practice experience are ideal. Advanced practice includes pediatrics, nutrition support, cardiac, trauma, and renal/dialysis.

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

1. In addition to RDNs, interns may also be supervised by other community professionals including RNs.
2. Facilities must have capabilities to assist interns in meeting all required community-related 2017 ACEND Accreditation Standards.
3. During the community rotation, interns complete a major project depending on the needs of the rotation site. This project may occur in different types of facilities including state agencies (IDHS, IDPH, MoDPH, etc.), public health departments, WIC agencies, Area Agencies on Aging, a corporate setting, a school setting, or an Elderly Care facility.

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

### **ROTATION SITE AFFILIATION AGREEMENTS POLICY**

Southern Illinois University Carbondale shall maintain affiliation agreements with all rotation sites actively mentoring dietetic interns. SIUC Legal Council approves the affiliation agreements as well as the Legal Counsel for the rotation site. Once both parties have negotiated terms of the contract, appropriate signatures are obtained from both parties. Both parties have a signed copy of the agreement for their files. The agreements shall be in effect as of the Effective Date on the agreement and shall automatically renew each year for a period of up to 3 years, unless and until either party terminates the agreement by sending written notification of such termination to the other parties no less than 60 days prior to the end of the semester in effect at the time. Termination shall be affected at the end of that period, provided no intern currently enrolled is deprived the opportunity to complete course requirements due to this action. Notwithstanding the aforementioned, the agreement shall be subject to review every year.

### **ROTATION SITE PERIODIC REVIEW**

Rotation Sites are evaluated a minimum of every 5 years using the “Preceptor Qualification” forms (located in Part VII: 32) to assess adequacy and appropriateness. The rotation site and/or preceptor(s) is evaluated more often if there are major rotation site or preceptor changes that could affect the education and mentoring of dietetic interns or their ability to provide experiences to meet 2017 ACEND Accreditation Standards. Additionally, dietetic interns complete a rotation evaluation upon completion of each supervised practice rotation, also located in Part VII: Evaluations. The evaluations are used to assess dietetic intern satisfaction with supervised practice experiences, the rotation site, the preceptor(s), and the DI Director. Feedback is provided to the preceptor when it is considered appropriate, and the DI Director uses this information in planning future intern placements. No one has general access to the data.

### **COSTS WHILE ON ROTATION**

**Housing:** While you are on rotation, you will be responsible for paying for necessary housing. Your rotation assignments will be made several months in advance, so you will have time to visit the area ahead of time and determine where you will live. **Typically,**

**students must relocate at least once during their rotations.** Former students (and sometimes, preceptors) can give suggestions on finding a place to live.

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

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

**Computer:** You will need a reliable computer. A laptop computer is required for most community rotation sites. Furthermore, you will need a computer to complete all competencies and other assignments required by your site or the program. You may need to borrow or lease one for your rotation if you don't have one of your own. In addition, a diet analysis program is helpful when writing reports during rotations and for verifying client data. Diets are discussed in terms of quantities of nutrients as well as food groups.

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

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

### **PROFESSIONAL LIABILITY**

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

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

## **REQUIREMENTS OF SITE ASSIGNMENTS**

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

Immunizations: Your [immunizations](#) must be compliant per SIU policy. In addition, most rotation/practicum sites require additional immunizations such as Hepatitis A, Hepatitis B, current Tuberculosis screening, Chicken Pox (or verification of having) and/or an Influenza Vaccine. You will be made aware of the requirements of your rotation site as soon as possible to allow you time to obtain necessary immunizations. Copies of your immunization records and TB test results will be sent to your preceptors. All costs for the above requirements are the student's responsibility.

**Drug Screen, Background Checks & CPR Training and Certification:** All of our rotation sites require drug screens (~\$45), background checks (~\$50), and CPR training and certification (~\$100) to be completed prior to beginning a rotation. You will be notified as to the dates of these services. Official results of drug screens and background checks, along with your CPR certification must be filed in your permanent file. Copies of your results and certification will be sent to your preceptors. All costs for the above requirements are the student's responsibility.

You will be provided training about *Blood borne Pathogens and Universal Precautions*, including Hepatitis B, from the Center for Environmental Health and Safety of Southern Illinois University Carbondale during orientation. Before going on rotation, you must either provide documentation of your Hepatitis B immunizations or sign a "Hepatitis B Vaccine Declination" statement (*Part III: 13*). The appropriate document is retained in your permanent file.

You are subject to rules and regulations of each rotation site while on duty, including facility's policies concerning patient or client welfare and confidentiality. You will receive HIPAA training prior to going on rotations. You are expected to adhere to the entire "Code of Ethics" of the Academy of Nutrition and Dietetics (*Part III: 11*). You will have signed a "Confidentiality Statement" prior to going on rotation. The DI Director sends copies of this statement to your Preceptors.

### **ROTATION DRESS CODE**

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

Students are expected to be clean, neat, and dressed in a professional manner. Students are expected to follow the dress code of the facility to which they are completing internship hours. In addition to dress, facilities generally have specific requirements regarding jewelry, piercings, tattoos, fingernail length, color of hair, and hair being appropriately covered while in the kitchen – and all requirements of the facility must be followed in order to complete the internship. For example, your assigned rotation site may require that all tattoos be covered. If this is the case, you will be required to cover any visual tattoos in order to be able to complete the program. Interns may be dismissed for the day if they do not meet the dress code of the facility and hours and experiences will be required to be made up, if that is possible.

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

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

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

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

Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, or dress heels are acceptable for rotations. Closed toe shoes must be worn and free from visible dirt and debris. Socks must also be worn.

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

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

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

## **FORMAL ASSESSMENT OF LEARNING/PROGRESS**

### ***Competencies***

Your internship rotations are considered core courses (see page 12 of handbook). At the completion of each rotation for the dietetic internship, each intern will receive a grade for their rotation. At the conclusion of your rotation, the preceptor and Dietetic Internship Director will discuss the grade you will receive. As a part of the grading process, timely submission and completion of competencies, overall professionalism and communication, which includes attitude, will influence your ultimate letter grade.

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

Completion of competencies (curriculum for supervised practice experiences) must be documented on appropriate forms (*Part IV: 15, Part V: 18, Part VI: 22*) and filed in your permanent file. See section on "Student Practice Review Evaluation (SPRE)", page 35.

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

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

### **VACATION, HOLIDAY, AND ABSENCE POLICIES**

Each intern will have a short break (1 week) after the completion of their first two rotations. These dates are set when rotation schedules are given to you. It is recommended that you schedule routine medical, dental appointments or any other appointments during this time. Other vacation time is not planned into rotations. Holidays do not reduce required 5-day workweeks and time will be made up at times mutually agreed upon by your preceptor(s) and you.

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

If the intern is absent from a site without prior notification and permission, the preceptor will notify the DI Director and a "Warning Notice" will be completed (page 51). A copy of the warning notice will be kept in your permanent file. In addition to the warning notice, the DI Director will meet with the intern within a week of the occurrence to discuss the reason of the absenteeism and possible repercussions. If an intern is absent for more than 3 days (without warning/permission) during a rotation, the DI Director will determine whether the intern will be dismissed from the program or whether other consequences will apply.

### **WEEKLY HOURS/WEEKENDS/LATENESS**

Interns are required to work a **minimum** of 40 hours per week during supervised practice experiences. The preceptor of each site will determine the intern's work schedule. Lunch is not included in the working hours. Working on modules or assignments/competencies

at home or other locations such as a coffee shop or library is not included in work hours as well. Furthermore, driving to and from sites is not included in working hours.

The intern will be expected to work some weekends. Again, the preceptor of each site will determine the intern's work schedule. Therefore, the intern should not make arrangements for weekends without assuring that they will be free. Interns should not routinely request permission from their supervisors to leave early on Friday or to arrive late on Monday the following week for personal travel plans. However, special circumstances may be approved prior to the beginning of rotations. The intern must receive approval from the DI Director **first** before asking for approval from the Preceptor. Note: time off will be made up at times mutually agreed upon by your preceptor(s) and you.

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

Dietetic Interns are required to complete the "SIU Dietetic Internship Time Sheet" monthly (page 106). The Dietetic Intern will report each day how many hours are worked and then indicate a total for each month. The forms must be signed by the intern and their preceptor; then submitted to the Dietetic Internship Director monthly. The Dietetic Internship director will then report the total number of hours for each rotation on the Student Practice Review Evaluation (SPRE) form, which will be kept in the student's file.

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

### **ILLNESS/INJURY WHILE ON ROTATION**

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

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

### **JOB INTERVIEWS**

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

## **GRADUATE STUDENT ACADEMIC GRIEVANCE PROCEDURES**

Graduate students at SIU shall have the right to appeal for redress of grievance through established channels under the conditions stated below. Access to these channels is restricted to complaints by graduate students alleging that some member of the university community has caused the student to suffer some specific harm related to a matter within the authority of the dean of the Graduate School (i.e., matters pertaining to academic progress of a student). Grievances which have been brought to a hearing under another campus grievance procedure shall not be brought to a hearing under this procedure. With respect to student's complaints alleging capricious grading, the following guidelines shall apply: Instructors are expected to evaluate student work according to sound academic standards. Equal demands should be required of all students in a class, and grades should be assigned without departing substantially from announced procedures. It is the instructor's prerogative to assign grades in accordance with his/her academic/professional judgement, and the student assumes the burden of proof in the appeals process. Grounds for appeals include: (1) the application of non-academic criteria in the grading process, as listed in the University's nondiscrimination and affirmative action statements: race, color, sex, national origin, religion, age, sexual orientation, marital status, or handicap; (2) the assignment of a course grade by criteria not directly reflective of performance relative to course requirements; (3) the assignment of a course grade by standards different from those which were applied by the instructor to other students in the course.

The complete University Grievance Procedure is available in SIUC's [Graduate Catalog](#). The steps for dealing with a graduate student academic grievance are below, but is explained in detail [here](#):

1. an attempt at an informal resolution
2. a hearing before an academic grievance committee of a department/school
3. a decision by the department chair/school director
4. an appeal to the Graduate School's Student Appeals Committee
5. a hearing before the Graduate School's Student Grievance Committee; and
6. a decision by the dean of the Graduate School.

## **DIETETIC INTERN OR PRECEPTOR/PRACTITIONER COMPLAINT PROCESS**

Any student or practitioner providing experiential learning with a concern or complaint regarding the DI program should feel free to contact the DI Director (Brenda Green) by email ([bgreen@siu.edu](mailto:bgreen@siu.edu)), phone, or in person. This office is located in Quigley Hall, 875 Normal Ave, Carbondale, IL 62901. The telephone number is 618-453-7513. If a student or practitioner is not comfortable bringing the concern to the DI director, he or she may make an appointment to speak directly to the School Director (Julianne Wallace [juliane@siu.edu](mailto:juliane@siu.edu)).

If the concern or complaint is not resolved, a signed and dated formal written complaint that outlines the concerns or complaints related to the DI program may be submitted to the DI director or directly to the School Director if the student or practitioner is not comfortable bringing it to the DI director. Following the receipt of the formal written complaint, a meeting will be scheduled with the student or practitioner and the Director of the DI Program and/or the School Director as appropriate.



If resolution is not achieved after taking the previous steps, the student or practitioner should contact the School Director and schedule a meeting to discuss the student's or practitioner's concerns without the DI Director.

If resolution is not achieved, the student or practitioner should contact the Dean of the College of Health and Human Sciences (Scott Collins [kscollin@siu.edu](mailto:kscollin@siu.edu)) whose office is located at 1365 Douglas Drive and whose phone number is 618-453-8840 to schedule a meeting to discuss the student or practitioner concerns.

If resolution is not achieved, the student or practitioner should contact the Provost of Southern Illinois University whose office is located at 1265 Lincoln Drive Anthony Hall and whose phone number is 618-453-5744 to discuss the student or practitioner concerns.

If resolution is not achieved at the University level, any student or practitioner who still has an unresolved complaint related to Accreditation Standards should contact the Accreditation Council for Education of Nutrition and Dietetic (ACEND) and follow the complaint procedures outlined by the accrediting body. ACEND has established a process for reviewing complaints against accredited programs in order to fulfill its public responsibility for assuring the quality and integrity of the educational programs that it accredits. Any individual, for example, student, faculty, dietetics practitioner and/or member of the public may submit a complaint against any accredited program to ACEND. However, the ACEND board does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admissions, appointment, promotion or dismissal of faculty or students. It acts only upon a signed allegation that the program may not be in compliance with the Accreditation Standards or policies. The complaint must be signed by the complainant. Anonymous complaints are not considered. ACEND may be contacted at 120 South Riverside Plaza, Suite 2190, Chicago, Illinois 60606-6995; phone 312-899-0040 ext. 5400, email [ACEND@eatright.org](mailto:ACEND@eatright.org).

At no time during the process of filing a complaint with the DI Program, the School of Human Sciences, the College of Health and Human Sciences, Southern Illinois University Carbondale, or ACEND will there be any retaliation to the student or practitioner due to the filing of such complaint.

The SIUC Dietetic Internship program will maintain all complaints related to the program, including the resolution of complaints for 7 years. These will be maintained in the Director's office.

### **DISCIPLINARY/TERMINATION PROCEDURES**

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

#### **1. Verbal Counseling**

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

conducted privately via phone. The intern will have the opportunity to provide his/her side of the situation. Specific expectations for improved conduct or performance will be outlined for the student/intern. A written summary of the conversation will be filed in the student/intern's file in the DI Director's office. The student/intern has 5 business days to provide a written response to the verbal counseling (Corrective/Remedial Action Plan).

## **2. Written Warning**

The second step in progressive disciplinary action is written counseling. The DI Director will inform the student of the conduct or performance problem in writing. This letter will be reviewed, if possible, in-person with the student. The student will be given the original letter signed by the DI Director, Preceptor and student, and a copy will be filed in the student's file in the DI Director's office. The student/intern has 5 business days to provide a written response to the written counseling (Corrective/Remedial Action Plan). Lack of immediate and sustained improvement in performance from the time of the written warning will result in probation.

## **3. Probation**

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

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

## **4. Dismissal**

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

probationary period. The DI Director will be available in-person or via phone to discuss the contents of the letter with the student.

If in the view of the site preceptor(s) and/or DI Director, the intern is not complying with the stated responsibilities and/or policies and procedures for the facility or the DI Program, the DI Director reserves the right to suspend at any time without warning an intern whose academic standing or conduct is regarded as undesirable or unacceptable. In most cases, a "Warning Notice" will be issued. In such instances, the DI Director will meet with the intern to discuss the specific concern and develop a plan or provide suggestions for rectifying the problem. If the intern still fails to comply with the policies and procedures, and or receives a second warning notice, he/she may be dismissed from the program immediately.

\*There will be **NO REINSTATEMENT** after termination!

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

Students with minimal chances of success in the program as evidenced by continuous evaluation will be counseled into career paths that are appropriate to their ability. This determination will be based on academic performance, evaluations, and discussions with faculty and preceptors. The DI Director will make the recommendation to the School Director that will make the final decision.

### **INDICATIONS OF DISCIPLINARY/DISMISSAL FROM THE PROGRAM**

Interns being deficient in:

1. Progressing toward the competence of an entry level dietitian
2. Keeping client information confidential
3. Not following Code of Conduct or HIPPA Guidelines
4. Showing respect to clients/patients and their families
5. Addressing instructor, preceptors, co-workers, etc. by their appropriate titles
6. Maintaining open communication with DI Director, preceptors, co-workers, etc.
7. Wearing appropriate attire (dress code)
8. Acting professionally (including attitude) with all employees and clients/patients
9. Being prepared for rotations
10. Working assigned hours (scheduled by preceptors)

Interns are expected to:

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

The student/intern may present a written appeal of the dismissal following SIUC Academic Grievances Policy/Procedures (see above Grievances Policy/Process).

## **EVALUATIONS**

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

**Self-Assessment Tool for Public Health Nutritionists:** Background information: The Public Health Nutrition Practice Group of The Academy of Nutrition and Dietetics supported the development of a self-assessment tool to assist practitioners when implementing the Standards of Practice and to assist practitioners in objectively assessing their skills in the five general areas of public health nutrition. The completed tool could then be used to develop an appropriate career development plan. After the tool was completed, faculty realized that such a tool could also be useful in training programs. You are asked to complete the "Self-assessment tool for public health nutritionists" 3 times during your academic career at SIUC: 1. when you enter SIUC as a graduate student in Food and Nutrition; 2. after you complete your coursework and thesis; 3. after you complete your supervised practice experiences (i.e., rotations). The tool and instructions are in *Part VII: 30*. Completing the self-assessment tool helps you assess your personal progress and confidence as a dietitian. Collectively, the completed assessments (they are not identified by individual) also provide SIUC with feedback on how students view their progress at various stages during and after the program.

### **DI Program Director, Preceptors, Rotations:**

**The "Rotation Evaluation Form" (Part VII: 29):** Your candid evaluation of the DI Program Director's and preceptors' performances provides valuable information for sustaining best parts of the program and for improving parts that need changing. Prior to starting rotations, you will be provided a "Rotation Evaluation Form" for each rotation with instructions for returning completed forms.

### **Your Progress by DI Program Director and Preceptors:**

**Optional Intern Evaluation Form: (Part VII: 31):** "Optional Intern Evaluation Form", provides preceptors with a constructive tool for providing you with clear and objective feedback in a timely manner so you can quickly correct errors. Please familiarize yourself with this form. You may want to ask your preceptors if they would be willing to complete the form for you at about your third week. Each preceptor is provided with a copy of this prior to your arrival for your rotation.

**Student Practice Review Evaluation (SPRE) Committee:** The Student Practice Review Evaluation (SPRE) Committee conducts your performance evaluations by telephone conference calls or at your rotation site. The committee consists of you, your preceptor(s), and the DI Director.

All parties will be informed of SPRE dates prior to your first day on rotation. Competencies (*Part IV: 15, Part V: 18, Part VI: 22*) are considered complete once the DI Director has written notations of approval on the forms. When SPRE is conducted via telephone conference call, the DI Director completes notations of approval on the forms.

Approval for each competency is given after you have successfully documented your supervised practice experiences. You submit documentation for completed competencies to preceptor(s) and the DI Director a few days before each evaluation visit. No fewer than 2 evaluations will be conducted per rotation. Documentation of evaluations is entered on Student Practice Review Evaluation form (*Part IV: 16, Part V: 20, Part VI: 25*).

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

The DI Director strongly encourages you and your preceptor(s) to make use of the “Optional Intern Evaluation Form” (*Part VII: 31*) at least once during the first few weeks of your rotation. This form supports clear communication between your preceptor and you. It will help you understand how your preceptor perceives your competence related to adaptability, professional judgment, responsibility, communication skills, personal relationships, patient rapport, and your ability to plan, organize, and apply what you have learned. At the end of each rotation, your preceptor, in consultation with the faculty supervisor, will provide you with a letter grade.

### **VERIFICATION STATEMENT TO WRITE REGISTRATION EXAMINATION FOR DIETITIANS**

Six original copies of the Verification Statement be eligible to take the credentialing exam to become a Registered Dietitian Nutritionist (RDN) are issued to you upon successful completion of Advanced Degree/Dietetic Internship Program. You will use one copy when applying to the Commission on Dietetic Registration (CDR) to take the credentialing exam to become a Registered Dietitian Nutritionist (RDN). Other copies may be required by prospective employers during interim between program completion and passing RDN exam. Criteria to meet **before** receiving your Verification Statements include:

- All coursework required to complete a Master of Science degree in Food and Nutrition with a grade of B or better in all core courses (see page 12).
- “Post-Rotation Description” and “How I Completed Competencies” (*Part VIII: 34 & 35*).
- Internship rotations ensuring ACEND Accreditation Standards for Internship Programs in Nutrition and Dietetics are met. All completed Competency/Learning Outcomes forms (the competencies) with signatures of preceptors, supervising faculty, and you must be in your permanent file.
- Thesis **and** defense thereof as outlined in SIUC’s graduate catalog (if applicable).
- A review course or self-study course for taking the registration examination for dietitians. The purchase and completion of a review manual or self-study course can be used as a substitute for attending a 2-day review course. Proof of completing study guide activities (e.g., copies of completed questions, completed worksheets, completed practice examination) must be provided to DI Director for appropriate documentation in your permanent file.

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

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

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

### **IMPORTANT FINAL TASK**

When all activities listed above have been completed, then schedule an appointment with the DI Director (plan  $\frac{1}{2}$  to 1 hour) to confirm and complete final paperwork. If all required materials are present in your permanent file, an official **Verification Statement to be eligible to take the credentialing exam to become a Registered Dietitian Nutritionist (RDN) will be issued** by the DI Director and other necessary communication with the Commission on Dietetic Registration will be completed.

# Supplemental Material

<p align="center"><b>Check List for Dietetic Internship and Master's Degree In Food and Nutrition-Concentration, Community Nutrition</b></p> <p align="center"><i>Verification Statement of readiness to take RDN exam is issued AFTER all items are completed.</i></p>		
Name _____ ID # _____		
ITEM		Date or Notation
Didactic Program in Dietetics (DPD) Verification <sup>1,2</sup> <b>COMPLETED</b>		
OFFICIAL <b>ORIGINAL</b> FINAL <b>TRANSCRIPTS</b> SHOWING DEGREE <sup>2</sup>		
Program of Study (signed) <sup>2</sup>		
Rotation Sites	Clinical:	
	Management:	
	Community:	
Confidentiality Statement (student sign)/HIPPA Training <sup>1</sup>		
Proof of Immunity <sup>1,3</sup> <ul style="list-style-type: none"> <li>• Hepatitis B Vaccination (Hep A – Mercy)</li> <li>• Current <b>TB</b> Test</li> <li>• Current Flu Vaccination</li> <li>• Chicken Pox Verification</li> </ul>		
Background Check <sup>1</sup>		
Drug Screening <sup>1</sup>		
CPR Training <sup>1</sup>		
Vita or Resume <sup>1</sup>		
Objectives for supervised practice experience <sup>1</sup>		
Professional Competence <sup>1</sup> <ul style="list-style-type: none"> <li>• Public Speaking</li> <li>• Writing Abilities</li> <li>• Professionalism</li> </ul>		
Self-Assessment Tool for Public Health Nutritionists completed	Before Course Work:	
	Before Practicum:	
	After Practicum:	
Selected Thesis or Research Report Advisor (and committee) and Topic		
Thesis defense Scheduled/Passes		
Thesis or Research Report Accepted by Graduate School		
Clinical Rotation	Competencies	
	SPRE Form & Grade Sheet	
Management Rotation	Competencies	
	SPRE Form & Grade Sheet	
Community Rotation	Competencies	
	SPRE Form & Grade Sheet	
Rotation Evaluation Forms (Student Handbook)	Clinical	
	Management	
	Community	
Post-Rotation Description (Student Handbook)		
How I Completed Competencies (Student Handbook)		
Employer Contact Authorization		
Review Course <sup>4</sup>		
Transcript Release Form		
<b>ORIG.</b> RDE Misuse Student signature Form		
<b>ORIG.</b> Verification Statement Issued to write RD Examination (2 for students file)		

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

<sup>3</sup>Immunization requirements as outlined in the Graduate Catalog and DI Handbook. <sup>4</sup>Must show proof of attending a review course or purchasing review material.

# Curriculum Guide\*

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

## Program Entry

← Year 1 →			← Year 2 →			← Year 3 →	
Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
<b>FN 540</b> Public Health Nutrition 3cr.  <b>PH 513</b> Public Health Analytics I 3 cr.  <b>KIN 500</b> Research Method 3cr.  <b>FN 581</b> Dietetic Internship Prep Class 1cr.  <b>FN 590</b> Nutrition Experiential Learning 1cr.  <b>11 hrs.</b>	<b>FN 530</b> Adv Nutrition Assmt & Education 3cr.  <b>FN 560</b> Adv FS Management 3cr.  <b>(KIN 505)/FN 585</b> Food and Culture in Global Nutrition 3cr.  <b>FN 590</b> Nutrition Experiential Learning 1cr.	<b>FN 599**</b> Thesis/Research <i>or</i> Elective <i>or</i> <b>FN 590</b> Nutrition Experiential Learning 3cr	<b>FN 574</b> Adv MNT 3cr.  <b>FN 581</b> Dietetic Internship Prep Class 1cr.  <b>FN 590</b> Experiential Learning 1cr.  <b>FN 599**</b> Thesis/Research <i>or</i> <b>PH 532</b> Public Health Admin <i>or</i> Other Elective 3cr	<b>FN 580</b> Supervised Practice 3cr.  <b>FN 580</b> Supervised Practice 3cr.  <b>FN 599**</b> Thesis/Research 3cr  *Apply for graduation early February	<b>FN 580</b> Supervised Practice 3cr.	<b>For students completing a dual program.</b>	

### Notes:

1. Always check current *Schedule of Classes* for course offerings and times (<http://registrar.siu.edu/records/schedclass.htm>).
2. Students must earn a "B" or better in core courses prior to starting rotations. These courses include FN 574 (advanced medical nutrition therapy); FN 540 (public health nutrition); FN 530 (advanced nutritional assessment and education); FN 581 (dietetic internship prep class), FN 560 (advanced food service management), FN 585 (food and culture in global nutrition), FN 590 (nutrition experiential learning), and KIN 500 (research methods). Students must also earn a grade of "B" or better in supervised practice courses: FN 580 A, B, C, (nutrition practicum: 580 A clinical, 580 B management, 580 C community).
3. **FN 425** (Energy and Protein Utilization) and **FN 480** (Community Nutrition) are required if not taken as an undergraduate, or if grade was less than a "B".
4. \*\*FN 599 may not be needed/necessary for each semester listed. Only 6 of them count toward the master's degree, but up to 99 credit hours can be taken.

The curriculum for the Master of Science degree with a concentration in *Community Nutrition* combined with a Dietetic Internship requires 41–44 credit hours. The thesis option requires a committee that is composed of at least 2 program faculty members and one faculty member from outside of department. The professional track option will require an additional 6 credits of electives.

\*Curriculum may vary depending on class/faculty availability or changes made by program/School.



# Individualized Curriculum Plan

<b>Name:</b>	
<input type="checkbox"/> <b>Professional Track</b>	<b>Electives:</b>
<input type="checkbox"/> <b>Thesis/Research Paper</b>	<b>Advisor:</b>
	<b>Additional Committee Members:</b> <b>FN:</b>  <b>Outside Department:</b>  <b>Other:</b>
<input type="checkbox"/> <b>Proposed Topic</b>	

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signatures \_\_\_\_\_ Date \_\_\_\_\_

(Student)

\_\_\_\_\_

(DI Director)

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

*School of Human Sciences, Food and Nutrition  
Southern Illinois University Carbondale*

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

**Brenda Green, MS, RDN, LDN, CLC**

Specialization: Community Nutrition and Public Health, Maternal and Child Health  
Associate Lecturer, DI Director  
453-7513

**Lynn Gill, MS, RDN, LDN**

Specialization: Medical Nutrition Therapy, Counseling  
Associate Lecturer, DPD Director  
453-7512

**Dawn Null, PhD, RDN, LDN**

Specialization: Foods & Nutrition, Community and Public Health, and Sports Nutrition  
Assistant Professor  
453-2462

**Afroza Hasin, PhD**

Clinical Assistant Professor  
453-1768

### **Hospitality, Tourism and Event Management Faculty (School of Business)**

**Nicole Davis, PhD**

*Specialization: Tourism & Social Media*  
Instructor  
453-7516

**Sylvia Smith, PhD**

*Specialization: Farm to Table & Hospitality*  
Associate Professor  
453-7567

**John Farrish, PhD**

Specialization: Food and Beverage Operations Management  
Assistant Professor  
453-5192

## Internship Sites & Preceptors Community Sites

Internship Site	Primary Preceptor	Preceptors	Address	Phone	E-Mail
Family Care Health Centers	Amy Callico, RD, LD Nutrition Services and WIC Coordinator	Theresa Nickolaus, RD, LD, IBCLC	401 Holly Hills Ave. St Louis, MO 63111	314.353.5190	<a href="mailto:acallico@fchcstl.org">acallico@fchcstl.org</a> <a href="mailto:tnickolaus@fchcstl.org">tnickolaus@fchcstl.org</a>
IL Dept. of Human Services Springfield	<b>All IDHS: Stephanie Bess, MS, RD, LD</b> Bureau of Family Nutrition	Susan Waltrip, MS, RD, LD Nutrition Services Coordinator Bureau of Family Nutrition	815/823 E Monroe St Springfield, IL 62701	217.782.2166	<a href="mailto:Stephanie.bess@illinois.gov">Stephanie.bess@illinois.gov</a>
IL Dept. of Human Services Southern Illinois	Melissa Banz, MS, RD, LD Jenny Nance, MS, RD, LD		1107 West DeYoung Marion, IL 62959	618.993.7494 618.993.7491	<a href="mailto:Melissa.banz@illinois.gov">Melissa.banz@illinois.gov</a> <a href="mailto:jennifer.l.nance@illinois.gov">jennifer.l.nance@illinois.gov</a>
Catholic Charities	Tallett Vanek, MS, RD, LD, CACD, CLC		6202 South Halsted Chicago, IL 60621	312.860.0974	<a href="mailto:tvanek@catholiccharities.net">tvanek@catholiccharities.net</a>
Shawnee Health Service	Gail Peterman, RD, LD, CDE		109 California St Carterville, IL 62918	618.519.9200 X9435	<a href="mailto:gpeterman@shsdc.org">gpeterman@shsdc.org</a> <a href="mailto:mfunk@shsdc.org">mfunk@shsdc.org</a>
Illinois State Board of Education	Elizabeth (Beth) Tanner. MS, RDN, LDN		100 North First St W-270 Springfield, IL 62777	217.782.2491	<a href="mailto:ETANNER@isbe.net">ETANNER@isbe.net</a>
Pendulum Therapeutics	Jennifer McManus, RD, LD				<a href="mailto:jennifer.mcmanus@pendulum.co">jennifer.mcmanus@pendulum.co</a>

Internship Site	Primary Preceptor	Preceptors	Address	Phone	E-Mail
Jackson County Health Department (WIC)	Paula Most, MS, RD, LD	Angie Kuehl	415 Health Department Road Murphysboro, IL 62966	618.684.3143 X 134 Michelle X 148 WIC	<a href="mailto:angiek@jchdonline.org">angiek@jchdonline.org</a> <a href="mailto:paulam@jchdonline.org">paulam@jchdonline.org</a>
Saint Louis Area Agency on Aging	Rochelle Hill, RD		1520 Market Street 4th Floor Rm # 4065 Saint Louis, MO 63103	314.657.1672	<a href="mailto:hillro@stlouiscity.com">hillro@stlouiscity.com</a>
University of Illinois Extension SNAP-Ed	Toni Kay Wright, MS, RD, LD		101 E. DeYoung Street, Suite B Marion, IL 62959	618.993.3304	<a href="mailto:tkwright@illinois.edu">tkwright@illinois.edu</a>
Ascend CHC	Hunter Farthing, MS, RDN, LDN		700 South Gregory Street Urbana, Illinois 61801	217.531.4796	<a href="mailto:hunter.farthing@ascendchc.com">hunter.farthing@ascendchc.com</a>
Operation Food Search	Claire Conroy, MS, RD, LD		6282 Olive Boulevard St. Louis, MO 63130	314.451.1946	<a href="mailto:claire.conroy@operationfoodsearch.org">claire.conroy@operationfoodsearch.org</a>
Monsanto/Bayer	Kelley Bristow, MS, RDN, LDN		800 North Lindbergh Blvd St. Louis, MO 63167	314-694-6525	<a href="mailto:kelly.bristow@bayer.com">kelly.bristow@bayer.com</a>

## Internship Sites & Preceptors Clinical and Management Sites

Internship Site	Primary Preceptor	Preceptors	Address	Phone	E-Mail
Memorial Hospital of Carbondale	Crystal Middleton, MS, RD, LDN Clinical Nutrition Supervisor	Jay Heiple, Food and Nutrition Manager	405 West Jackson PO Box 10,000 Carbondale, IL 62902	618.549.0721 X 65165 Jay X 65226 Dietitians 618.942.2171 ext 35120	<a href="mailto:Jay.Heiple@sih.net">Jay.Heiple@sih.net</a> <a href="mailto:Crystal.Middleton@sih.net">Crystal.Middleton@sih.net</a>
Mercy Hospital (St. Louis)	Lisa Mikesell, RD, LD, CSP Clinical Nutrition Manager	Don Grace, CEC, Fd Productn Mngr, Culinary Services	Nutrition & Culinary Services 615 New Ballas Road St Louis, MO 63141-8277	314.251.4339 Fax: 314.251.1881  314.251.1876	<a href="mailto:Lisa.Mikesell@Mercy.Net">Lisa.Mikesell@Mercy.Net</a> <a href="mailto:Donald.Grace@Mercy.net">Donald.Grace@Mercy.net</a>
Mercy (South)	Rebecca Hopkins MBA, RD, LDN Clinical Nutrition Manager	Jessica Saito, DTR, CDM, CFPP Manager of Patient Services	10010 Kennerly Road St. Louis, Missouri 63128	314.525.1264 314.525.4071	<a href="mailto:Rebecca.Hopkins@Mercy.net">Rebecca.Hopkins@Mercy.net</a> <a href="mailto:Jessica.Saito@Mercy.net">Jessica.Saito@Mercy.net</a>
SSM Health Good Samaritan	Erica Grandt Chief Clinical Dietitian	Lyndsey Grand, RD, LD Clinical Dietitian	1 Good Samaritan Way Mt. Vernon, Illinois 62864  400 N Pleasant Centralia IL 62801	618.436-8873	<a href="mailto:erica.grandt@ssmhealth.com">erica.grandt@ssmhealth.com</a>
Heartland Regional Medical Center	Julie Moses, MS, RD, LDN Heartland FS Director	Gage Fink, MS, RDN, LDN	3333 West DeYoung Marion, IL 62959	618.998.7050 618.998.7839	<a href="mailto:jmoses@qhcus.com">jmoses@qhcus.com</a> <a href="mailto:gfink@qhcus.com">gfink@qhcus.com</a>
Unity Point School	Ulli Tragoudas, MS, RD, LDN Unity Point School Food Service Director		4033 S Illinois Ave Carbondale, IL 62903	618.529.4151	<a href="mailto:utragoudas@up140.org">utragoudas@up140.org</a>

Veterans Administration Medical Center	Cathy Ludwig-Bell, PhD, RD Clinical Director  Lindsey Purcell, MS, RDN, LDN Clinical Nutrition Manager	Brad Miller, FS Director Kelly Gates, RD, LD, CNSC	2401 West Main Marion, IL 62959	618.997.5311 Ext 54268 Cathy Ext 54360 Brad	<a href="mailto:Cathy.Ludwig-bell@va.gov">Cathy.Ludwig-bell@va.gov</a> <a href="mailto:Kelly.gates@va.gov">Kelly.gates@va.gov</a> <a href="mailto:Bradley.Miller@va.gov">Bradley.Miller@va.gov</a> <a href="mailto:Lindsey.Purcell@va.gov">Lindsey.Purcell@va.gov</a>
HSHS St. John's Hospital	Deborah (Deb) Durham, MS, RDN, LDN Clinical Nutrition Manager	Amy Myles, Patient Services Manager	800 E. Carpenter Springfield, IL 62769	217.814.8670	<a href="mailto:deborah.durham@hshs.org">deborah.durham@hshs.org</a> <a href="mailto:amy.myles@hshs.org">amy.myles@hshs.org</a>
Palos Hospital	Gary Linhart, MBA, RD, LD Director Hospitality Services	Lela Liopoulos, RD, LD	12251 S 80 <sup>th</sup> Ave Palos Heights, IL 60463	708.923.4141	<a href="mailto:GLinhart@paloshealth.com">GLinhart@paloshealth.com</a> <a href="mailto:liliopoulos@paloshealth.com">liliopoulos@paloshealth.com</a>

## Rotations by Location

*(One way mileage)*

STATE	CITY	SITE	MILES from C'DALE	ROTATION TYPE
<b>IL</b>	Benton	U of I Extension	33	Community
	Carbondale	Memorial Hosp Carbondale	0	Mgmt & Clin
	Carbondale	Unity Point	0	Mgmt
	Centralia	Good Samaritan Regional Health Center	70	Mgmt & Clin
	Chicago	Catholic Charities	335	Community
	Chicago	Palos Hospital	320	Mgmt & Clin
	Marion	IDHS	20	Community
	Marion	Heartland Regional Medical Center	16	Mgmt & Clin
	Marion	VA Medical Center	16	Mgmt & Clin
	Mt Vernon	Good Samaritan Regional Health Center	60	Mgmt & Clin
	Murphysboro	Jackson County Health Dept	8	Community
	Springfield	IDHS	190	Community
	Springfield	St. John's Hospital	190	Mgmt & Clin
	Urbana	Ascend CHC	200	Community
Carterville	Shawnee Health Service	10	Community	

<b>MO</b>	St Louis	Family Care Health Centers	110	Community
	St Louis	Aging Ahead	110	Community
	St Louis	Mercy Medical Center	110	Mgmt & Clin
	St Louis	St Louis Area Agency on Aging	110	Community
	St. Louis	Operation Food Search	110	Community
	St. Louis	Monsanto/Bayer	110	Community

## Tips for Success during Supervised Practice

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



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

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

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

## Rotation and Faculty Supervisor Visits

1. Before you start your rotations, you will be provided with 3 blank Competency/Learning Outcome forms (curriculum for supervised practice experiences): one each for clinical, management, and community. Bring the appropriate form to each Student Practice Review Evaluation (SPRE) with your preceptor and faculty supervisor. **Have this form with you for all site visits.** You will be responsible for these forms until they are completed and filed in your permanent file in DI Director's office.
2. As appropriate, please write notes on Competency/Learning Outcomes forms, except under the Evaluation column. Your faculty supervisor indicates (1) satisfactory, (2) very good, or (3) excellent. The evaluation scale is defined as:
  - Satisfactory= Intern can competently perform skills; meets expectations
  - Very Good= Intern can competently perform skills with minimal assistance >50% of the time
  - Excellent= Intern can competently perform skills with minimal assistance >80% of the time; exceeded expectationsDuring SPRE meetings held by telephone, virtual, or face-to-face, your faculty supervisor may ask your preceptor to evaluate your progression and/or indicate the appropriate number (1, 2, or 3) as a final evaluation of a competency.
3. Some preceptors are interested in initialing completed competencies and some are not. Please be sensitive to their preferences on this issue.
4. Before your rotations, you may want to procure 3 large 3-ring binders (D-ring binders work best).
5. Prepare lift-off tabs or index dividers and label each as a competency.

Keep your written work and supporting materials organized by competency number and letter. These materials will be useful to you as you begin your early career as a dietitian. The forms and examples from your rotations will provide you with valuable resources!
6. Upload your competencies and supporting materials (brochures, etc.) into SIU Online (D2L) prior to each SPRE visit. Allow at least 3 business days to review.
7. Comments/feedback may be given by the faculty supervisor and/or the preceptor during any site visit. Feedback from the faculty supervisor may be also given through SIU Online (D2L). Feedback may indicate resubmitting a competency for further clarification/revisions. If a competency needs to be resubmitted, it will be evaluated (1, 2, 3) once it is approved.

# Intern Warning Notice

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

Intern's Name: \_\_\_\_\_

Preceptor's Name: \_\_\_\_\_

Rotation: \_\_\_\_\_

Facility: \_\_\_\_\_

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

- Unprofessional Conduct
- Unprofessional Appearance
- Lack of Cooperation
- Poor Attitude
- Unsatisfactory Work Performance
- Three unexcused Tardiness Episodes
- Unexcused Absenteeism
- Other: \_\_\_\_\_

Description of incidence:

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Intern's corrective action plan:

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Preceptor Signature: \_\_\_\_\_

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

DI Director Signature: \_\_\_\_\_

## CORE COMPETENCIES\* & SUPERVISED PRACTICE

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

Upon completion of the program, graduates are able to:

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

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

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

Upon completion of the program, graduates are able to:

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Community Rotation</b>	<b>Management Rotation</b>	<b>Clinical Rotation</b>
<b>CRDN 2.1</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.	FN 581	✓	✓	✓
<b>CRDN 2.2</b> Demonstrate professional writing skills in preparing professional communications.	FN 540 FN 530 FN 581 KIN 500 FN 574 Thesis	✓	✓	✓
<b>CRDN 2.3</b> Demonstrate active participation, teamwork and contributions in group settings.	FN 581 FN 530 FN 574	✓	✓	✓
<b>CRDN 2.4</b> Function as a member of interprofessional teams.		✓	✓	✓
<b>CRDN 2.5</b> Assign duties to NDTRs and/or support personnel as appropriate.			✓	
<b>CRDN 2.6</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.		✓		✓
<b>CRDN 2.7</b> Apply leadership skills to achieve desired outcomes.		✓	✓	✓
<b>CRDN 2.8</b> Demonstrate negotiation skills.	FN 581 FN 574		✓	✓

<b>CRDN 2.9</b> Participate in professional and community organizations ( <i>Examples: SIDA, IDA, &amp; The Academy</i> )		✓	✓	✓
<b>CRDN 2.10</b> Demonstrate professional attributes in all areas of practice.	<b>FN 574</b>	✓	✓	✓
<b>CRDN 2.11</b> Show cultural competence/sensitivity in interactions with clients, colleagues and staff.	<b>FN 530</b>	✓	✓	✓
<b>CRDN 2.12</b> Perform self-assessment and develop goals for self-improvement throughout the program.	<b>FN 581</b>	✓	✓	✓
<b>CRDN 2.13</b> Prepare a plan for professional development according to Commission of Dietetic Registration guidelines.	<b>FN 581</b>	✓	✓	✓
<b>CRDN 2.14</b> Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.	<b>FN 540</b>	✓		
<b>CRDN 2.15</b> Practice and/or role-play mentoring and precepting others.	<b>FN 581</b>	✓	✓	✓

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

Upon completion of the program, graduates are able to:

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Community Rotation</b>	<b>Management Rotation</b>	<b>Clinical Rotation</b>
<b>CRDN 3.1</b> 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.	FN 574	✓		✓
<b>CRDN 3.2</b> Conduct nutrition focused physical exams.	FN 574			✓
<b>CRDN 3.3</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.	FN 581 FN 530 FN 574	✓	✓	✓
<b>CRDN 3.4</b> Design, implement and evaluate presentations to a target audience	FN 530	✓	✓	✓
<b>CRDN 3.5</b> Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	FN 530	✓		
<b>CRDN 3.6</b> Use effective education and counseling skills to facilitate behavior change.	FN 530			✓
<b>CRDN 3.7</b> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.	FN 530	✓		
<b>CRDN 3.8</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends.	FN 530 FN 581	✓		✓



<b>CRDN 3.9</b> Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.			✓	
<b>CRDN 3.10</b> Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals			✓	

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

Upon completion of the program, graduates are able to:

<b>Competencies/Learning Outcomes</b>	<b>Graduate Coursework</b>	<b>Community Rotation</b>	<b>Management Rotation</b>	<b>Clinical Rotation</b>
<b>CRDN 4.1</b> Participate in management of human resources			✓	
<b>CRDN 4.2</b> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food			✓	
<b>CRDN 4.3</b> Conduct clinical and customer service quality management activities.			✓	✓
<b>CRDN 4.4</b> Apply current nutrition informatics to develop, store, retrieve and disseminate information and data		✓	✓	✓
<b>CRDN 4.5</b> Analyze quality, financial or productivity data for use in planning.			✓	✓
<b>CRDN 4.6</b> Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.			✓	

<b>CRDN 4.7</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits.			✓	
<b>CRDN 4.8</b> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies			✓	
<b>CRDN 4.9</b> Explain the process for coding and bill for nutrition and dietetic services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.				✓
<b>CRDN 4.10</b> Analyze risk in nutrition and dietetics practice			✓	

## 5. Community emphasis competencies/learning outcomes.

Upon completion of the program, graduates are able to:

Competencies/Learning Outcomes	Graduate Coursework	Community Rotation	Management Rotation	Clinical Rotation
<b>CRDN 5.1</b> Observe and evaluate nutrition and health care for diverse population groups across the lifespan.	FN 530	✓		
<b>CRDN 5.2</b> Conduct community-based nutrition and health program outcome assessment/evaluation.		✓		
<b>CRDN 5.3</b> Compare and contrast community-based food and nutrition programs.	FN 540 FN 581	✓		
<b>CRDN 5.4</b> Participate in needs assessment, nutrition surveillance and/or monitoring of target groups or communities		✓		
<b>CRDN 5.5</b> Participate in community-based research.		✓		
<b>CRDN 5.6</b> Participate in nutrition and health policy development and evaluation based on community needs and resources	FN 540	✓		
<b>CRDN 5.7</b> Consult with organizations regarding food access for target populations	FN 581 FN 540	✓		

# Part III: Intern Responsibilities

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

 Academy of Nutrition  
and Dietetics

### Code of Ethics for the Nutrition and Dietetics Profession

Effective Date: June 1, 2018

Commission  
on Dietetic  
Registration  
the credentialing agency for the  
 Academy of Nutrition  
and Dietetics

#### Preamble:

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

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

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

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

#### Principles and Standards:

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

Nutrition and dietetics practitioners shall:

- a. Practice using an evidence-based approach within areas of competence, continuously develop and enhance expertise, and recognize limitations.
- b. Demonstrate in depth scientific knowledge of food, human nutrition and behavior.
- c. Assess the validity and applicability of scientific evidence without personal bias.
- d. Interpret, apply, participate in and/or generate research to enhance practice, innovation, and discovery.
- e. Make evidence-based practice decisions, taking into account the unique values and circumstances of the patient/client and community, in combination with the practitioner's expertise and judgment.
- f. Recognize and exercise professional judgment within the limits of individual qualifications and collaborate with others, seek counsel, and make referrals as appropriate.
- g. Act in a caring and respectful manner, mindful of individual differences, cultural, and ethnic diversity.
- h. Practice within the limits of their scope and collaborate with the inter-professional team.

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

Nutrition and dietetics practitioners shall:

- a. Disclose any conflicts of interest, including any financial interests in products or services that are recommended. Refrain from accepting gifts or services which potentially influence or which may give the appearance of influencing professional judgment.
- b. Comply with all applicable laws and regulations, including obtaining/maintaining a state license or certification if engaged in practice governed by nutrition and dietetics statutes.
- c. Maintain and appropriately use credentials.
- d. Respect intellectual property rights, including citation and recognition of the ideas and work of others, regardless of the medium (e.g. written, oral, electronic).
- e. Provide accurate and truthful information in all communications.
- f. Report inappropriate behavior or treatment of a patient/client by another nutrition and dietetics practitioner or other professionals.
- g. Document, code and bill to most accurately reflect the character and extent of delivered services.
- h. Respect patient/client's autonomy. Safeguard patient/client confidentiality according to current regulations and laws.
- i. Implement appropriate measures to protect personal health information using appropriate techniques (e.g., encryption).

##### 3. Professionalism (Beneficence)

Nutrition and dietetics practitioners shall:

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

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<sup>1</sup> Code of Ethics for the Nutrition and Dietetics Profession. (2018, June 1). Retrieved from <https://www.eatrightpro.org/-/media/eatrightpro-files/career/code-of-ethics/coeforthenutritionanddieteticsprofession.pdf?la=en&hash=0C9D1622C51782F12A0D6004A28CDAC0CE99A032>.

- b. Respect the values, rights, knowledge, and skills of colleagues and other professionals.
  - c. Demonstrate respect, constructive dialogue, civility and professionalism in all communications, including social media.
  - d. Refrain from communicating false, fraudulent, deceptive, misleading, disparaging or unfair statements or claims.
  - e. Uphold professional boundaries and refrain from romantic relationships with any patients/clients, surrogates, supervisees, or students.
  - f. Refrain from verbal/physical/emotional/sexual harassment.
  - g. Provide objective evaluations of performance for employees, coworkers, and students and candidates for employment, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.
  - h. Communicate at an appropriate level to promote health literacy.
  - i. Contribute to the advancement and competence of others, including colleagues, students, and the public.
4. **Social responsibility for local, regional, national, global nutrition and well-being (Justice)**  
Nutrition and dietetics practitioners shall:
- a. Collaborate with others to reduce health disparities and protect human rights.
  - b. Promote fairness and objectivity with fair and equitable treatment.
  - c. Contribute time and expertise to activities that promote respect, integrity, and competence of the profession.
  - d. Promote the unique role of nutrition and dietetics practitioners.
  - e. Engage in service that benefits the community and to enhance the public's trust in the profession.
  - f. Seek leadership opportunities in professional, community, and service organizations to enhance health and nutritional status while protecting the public.

#### Glossary of Terms:

**Autonomy:** ensures a patient, client, or professional has the capacity and self-determination to engage in individual decision-making specific to personal health or practice.<sup>1</sup>

**Beneficence:** encompasses taking positive steps to benefit others, which includes balancing benefit and risk.<sup>1</sup>

**Competence:** a principle of professional practice, identifying the ability of the provider to administer safe and reliable services on a consistent basis.<sup>2</sup>

**Conflict(s) of Interest(s):** defined as a personal or financial interest or a duty to another party which may prevent a person from acting in the best interests of the intended beneficiary, including simultaneous membership on boards with potentially conflicting interests related to the profession, members or the public.<sup>2</sup>

**Customer:** any client, patient, resident, participant, student, consumer, individual/person, group, population, or organization to which the nutrition and dietetics practitioner provides service.<sup>3</sup>

**Diversity:** "The Academy values and respects the diverse viewpoints and individual differences of all people. The Academy's mission and vision are most effectively realized through the promotion of a diverse membership that reflects cultural, ethnic, gender, racial, religious, sexual orientation, socioeconomic, geographical, political, educational, experiential and philosophical characteristics of the public it services. The Academy actively identifies and offers opportunities to individuals with varied skills, talents, abilities, ideas, disabilities, backgrounds and practice expertise."<sup>4</sup>

**Evidence-based Practice:** Evidence-based practice is an approach to health care wherein health practitioners use the best evidence possible, i.e., the most appropriate information available, to make decisions for individuals, groups and populations. Evidence-based practice values, enhances and builds on clinical expertise, knowledge of disease mechanisms, and pathophysiology. It involves complex and conscientious decision-making based not only on the available evidence but also on client characteristics, situations, and preferences. It recognizes that health care is individualized and ever changing and involves uncertainties and probabilities. Evidence-based practice incorporates successful strategies that improve client outcomes and are derived from various sources of evidence including research, national guidelines, policies, consensus statements, systematic analysis of clinical experience, quality improvement data, specialized knowledge and skills of experts.<sup>2</sup>

**Justice (social justice):** supports fair, equitable, and appropriate treatment for individuals<sup>1</sup> and fair allocation of resources.

**Non-Maleficence:** is the intent to not inflict harm.<sup>1</sup>

#### References:

1. Fornari A. Approaches to ethical decision-making. *J Acad Nutr Diet.* 2015;115(1):119-121.
2. Academy of Nutrition and Dietetics Definition of Terms List. June, 2017 (Approved by Definition of Terms Workgroup Quality Management Committee May 16, 2017). Accessed October 11, 2017. <http://www.eatrightpro.org/-/media/eatrightpro%20files/practice/scope%20standards%20of%20practice/academydefinitionoftermslist.ashx>
3. Academy of Nutrition and Dietetics: Revised 2017 Standards of Practice in Nutrition Care and Standards of Professional Performance for Registered Dietitian Nutritionists. *J Acad Nutr Diet.* 2018; 118: 132-140.
4. Academy of Nutrition and Dietetics "Diversity Philosophy Statement" (adopted by the House of Delegates and Board of Directors in 1995).

# Confidentiality Statement<sup>1</sup>

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

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

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

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

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

<sup>1</sup> Each dietetic intern signs and dates this form. One copy is retained in student’s permanent file at Southern Illinois University Carbondale, School of Human Sciences, DI Director’s office. Other copies are sent to preceptors.

*SIU Dietetic Internship Program*

**DI ROTATION CONFIDENTIALITY AGREEMENT**

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

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

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

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

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

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

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

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

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

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

I understand that any Confidential Information or Patient Information that I access or view through the SIU Dietetic Internship Program does not belong to me.

I have read the above agreement and agree to comply with all its terms as a condition of continuing employment.

\_\_\_\_\_  
Signature of Dietetic Intern

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Your Name

# Hepatitis B Vaccine Declination Statement

## *Southern Illinois University Carbondale Dietetic Internship Program*

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

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Date

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Signature

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Student ID Number

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Printed Name

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Dietetic Internship Program  
Coordinator



# Student's Goals and Objectives for Supervised Practice Rotations

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

## Management

A. Goals or Desired Outcomes or Objectives:

B. Special Interests:

## Clinical

A. Goals or Desired Outcomes or Objectives:

B. Special Interests:

## Community

A. Goals or Desired Outcomes or Objectives:

B. Special Interests:

## **Student's Career Plans**

A. Upon completion of graduate study

B. Long-range

# Resume Guide for Supervised Practice Rotations

## Personal Data

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

## Contact in case of emergency

Person  
Address  
Phone  
Relationship

## ***Education***

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

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

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

## ***Graduate school employment***

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

## ***Work experience***

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

## Volunteer positions, activities

## Professional memberships

## Honors/Awards

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

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

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

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives.	A. Explain in writing the mission, vision and values of the organization and the department and how this affects operations.	A. Document in notebook. Evaluated by Preceptor and Faculty Supervisor.	1 2 3	
	B. Identify critical indicators for quality assurance and control. Complete two written quality improvement audits using appropriate data collection instruments and critical indicator(s).	B. Document in notebook. Audits evaluated by Preceptor and Faculty Supervisor.	1 2 3	
<b>CRDN 1.6</b> Incorporate critical-thinking skills in overall practice.	A. Demonstrate critical thinking skills or problem solving skills as a leader to achieve a desired outcome.	A. Document example(s) in notebook. Critical thinking skills evaluated by Preceptor.	1 2 3	

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

Upon completion of the program, graduates are able to:

<b>CRDN 2.1</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.	A. Read and examine <i>Code of Ethics for the Profession of Dietetics</i> .	A. Signed statement indicating understanding and agreement to these principles.	1 2 3	
	B. Intern models acceptable professional behavior throughout experience.	B. Preceptor and Faculty Supervisor evaluate.	1 2 3	
	C. Read current Ethics policy and practices of facility.	C. Document summary in notebook. Evaluated by Preceptor and Faculty Supervisor.	1 2 3	

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

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

<b>CRDN 2.2</b> Demonstrate professional writing skills in preparing professional communications. (Tip: <i>Examples include research manuscripts, project proposals, education materials, policies and procedures</i> )	A. Demonstrate ability to communicate effectively orally and in writing by preparing various communications, in applicable formats, for use in the department.	A. Document examples in notebook. Evaluated by Preceptor and Faculty Supervisor.	1 2 3	
<b>ACEND</b> <b>Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation:</b> <b>1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 2.3</b> Demonstrate active participation, teamwork and contributions in a group setting.	A. Perform the duties of all the locations throughout the food service department as assigned by the food service director.	A. Performance evaluated by Preceptor.	1 2 3	
<b>CRDN 2.4</b> Function as a member of interprofessional teams.	A. Document active participation in interdepartmental meetings and projects by taking minutes from the meetings, stating goals/objectives, desired outcomes, and actions to be taken. Examples are any committee that the nutrition department attends or participates in beyond nutrition i.e., patient safety, patient satisfaction, finance.	A. Document minutes and/or projects in notebook and evaluated by Preceptor and Faculty Supervisor.	1 2 3	
<b>CRDN 2.5</b> Assign duties to NDTRs and/or support personnel as appropriate.	A. Assign daily duties or tasks to support personnel (staff). Document the assignment or reassignment of work duties to fairly distribute workloads in the department.	A. Document in notebook and evaluated by Preceptor and Faculty Supervisor.	1 2 3	
<b>CRDN 2.7</b> Apply leadership skills to achieve desired outcomes.	A. Demonstrate leadership skills to achieve a desired outcome.	A. Document example(s) in notebook. Leadership skills evaluated by Preceptor and Faculty Supervisor.	1 2 3	
<b>CRDN 2.8</b> Demonstrate negotiation skills. (Tip: <i>Skills include showing assertiveness when needed, while respecting life experiences, cultural diversity and educational background of the other parties.</i> )	A. Document use of negotiation skills used (i.e., during the menu project, in-service, schedules). This could be your own negotiations or when working with other staff.	A. Document example(s) in notebook. Performance evaluated by Preceptor and Faculty Supervisor.	1 2 3	

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

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

<p><b>CRDN 2.9</b> Participate in professional and community organizations.  <i>(Examples: SIDA, IDA, AHF &amp; The Academy)</i></p>	<p>A. Attend and participate in two dietetic continuing education programs pertaining to this rotation offered at the local, regional, state, or national level.</p> <p>1. _____</p> <p>2. _____</p>	<p>A. Document in notebook. Summarize learning outcomes from the sessions attended. Explain how these meetings/ presentations meet a personal goal or apply to internship experiences, and write a summary of how the presentations apply to practice or professional growth. Evaluated by Preceptor and Faculty Supervisor.</p>	<p style="text-align: center;">1   2   3</p>	
<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1   2   3</b>	<b>Preceptor Initials</b>
<p><b>CRDN 2.10</b> Demonstrate professional attributes in all areas of practice. (Tip: <i>Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.</i>)</p>	<p>A. Outline steps a diet order follows after being received in the dietary office to point of service. Highlight positions and tasks. Indicate quality control steps along the way.</p> <p>B. Work under Department Head as an assistant for at least one workweek.</p> <p>C. Participate in hiring, performance evaluation, and counseling of employees.</p>	<p>A. Outline evaluated by Preceptor and Faculty Supervisor.</p> <p>B. Performance evaluated by Preceptor.</p> <p>C. Performance and summary evaluated by Preceptor and Faculty Supervisor.</p>	<p style="text-align: center;">1   2   3</p> <p style="text-align: center;">1   2   3</p> <p style="text-align: center;">1   2   3</p>	
<p><b>CRDN 2.11</b> Show cultural competence/sensitivity in interactions with clients, colleagues and staff.</p>	<p>A. Develop a menu for a population subset to meet cultural needs (Kosher, vegan, etc).</p>	<p>A. Project evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p>	<p style="text-align: center;">1   2   3</p>	

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<p><b>CRDN 2.12</b> Perform self-assessment and develop goals for self-improvement throughout the program.</p>	<p>A. At each of the evaluation visits, be prepared to describe your professional strengths, weaknesses, and areas needing more attention or direction (self-assessment).</p>	<p>A. Self-evaluation and goals reviewed with intern by Preceptor and Faculty Supervisor.</p>	<p>1 2 3</p>	
<p><b>CRDN 2.13</b> Prepare a plan for professional development according to Commission of Dietetic Registration guidelines.</p>	<p>A. Prepare a sample plan for your CDR Professional Development Dietetic Portfolio.</p>	<p>A. Evaluated by DI Director.</p>	<p>1 2 3</p>	
<p><b>CRDN 2.15</b> Practice and/or role-play mentoring and precepting others.</p>	<p>A. Write a post-rotation description that includes what the next intern can do to be successful in the rotation and how best the intern should prepare for the rotation.</p> <p>B. Choose 3 competencies which you thought were the most difficult to meet and describe in a report how you completed them. Report should include what the next intern can do to be successful at meeting the competency and how best the intern should prepare for the competency.</p>	<p>A. Evaluated by Preceptor and Faculty Supervisor.</p> <p>B. Evaluated by Preceptor and Faculty Supervisor</p>	<p>1 2 3</p> <p>1 2 3</p>	

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

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 3.3</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings. (Tip: <i>Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.</i> )	A. Demonstrate the ability to properly deliver snacks and/or trays to patients, to include the correct food items per nutritional stipulations with the condition of the patient	A. Performance evaluated by Preceptor.	1 2 3	
	B. Demonstrate knowledge of food items on the cycle menu, to include available and appropriate substitutions.	B. Performance evaluated by Preceptor.	1 2 3	
	C. Complete a food acceptability study including statistical analysis of data. Provide marketing implications based on results of study.	C. Final report approved by Preceptor and Faculty Supervisor. Document in notebook.	1 2 3	
<b>CRDN 3.4</b> Design, implement and evaluate presentations to a target audience (Tip: <i>A quality presentation considers life experiences, cultural diversity and educational background of the target audience.</i> )	A. Develop and conduct an in-service to correct an identified need based on a needs assessment in a specific area regarding food service preparation and delivery. Include your goal(s), objectives, lesson plan, evaluation materials, materials list, and estimated cost of in-service.	A. Document in notebook. Evaluated by Preceptor and Faculty Supervisor. Completion of an educational program including a pre- and post-test of program content.	1 2 3	
<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 3.9</b> Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources. (Tip: <i>Students/interns should demonstrate and promote responsible use of resources including</i>	A. Diagram "Food Flow" from entry point to trayline or when food leaves production area. Present a floor plan to supervisor. Use 1 hot and 1 cold item. With an X label each critical control point on the diagram and attach a key describing each X according to HACCP guidelines.	A. Document in notebook. Diagram or process evaluated by Preceptor and Faculty Supervisor.	1 2 3	
		B. Document in notebook. Diagram or process	1 2 3	

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<i>employees, money, time, water, energy, food and disposable goods.)</i>	<p>B. Document a workflow process concentrating on the labor aspect. Propose a change that will reduce labor, shorten production time and/ or eliminate waste. Document cost and implementation concerns.</p> <p>C. Complete purchase orders for one week. Review purchasing system (including receiving, inspecting, and storing).</p> <p>D. Perform inventory. Describe type of inventory system used. Provide examples of procedures used.</p>	<p>evaluated by Preceptor and Faculty Supervisor.</p> <p>C. Orders checked for accuracy by Preceptor. Document in notebook.</p> <p>D. Performance evaluated by Preceptor. Document in notebook.</p>	<p>1 2 3</p> <p>1 2 3</p>	
<b>CRDN 3.10</b> Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.	<p>A. Complete a menu project assigned by the Preceptor. Develop 1 week (or assigned) menu with diet modifications, recipe adjustments, develop order guide and production sheet, and complete nutrient analysis. Document the outcome of the changes made.</p>	<p>A. Project evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p>	<p>1 2 3</p>	

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

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 4.1</b> Participate in management of human resources.	<p>A. Review the department's policies and procedures. Summarize the Occupational Safety and Health Administration, Fair Labor Standards Act, Civil Rights Act, Family and Medical Leave Act, and the Americans with Disabilities Act. Document how policies influence staffing.</p>	<p>A. Summaries reviewed by Preceptor and Faculty Supervisor. Document in notebook.</p>	<p>1 2 3</p>	



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	<p>B. Prepare an accurate employee schedule for one week with appropriate staffing. Describe the issues and concerns with staff scheduling.</p> <p>C. Prepare or revise one policy or procedure and oversee the implementation, or if no revision/development needed, describe the procedure for changing or introducing a new policy to the department and hospital-wide.</p>	<p>B. Schedule evaluated by Preceptor. Document in notebook.</p> <p>C. Policy or procedure approved by Preceptor and Faculty Supervisor. Document in notebook.</p>	<p>1 2 3</p> <p>1 2 3</p>	
<b>CRDN 4.2</b> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.	A. Perform a sanitation audit of the food service department. Review health inspection sheets that have been completed in the past by the county/state health department of the food service area	A. Audit evaluated by Preceptor and Faculty Supervisor. Document in notebook.	1 2 3	
<b>CRDN 4.3</b> Conduct clinical and customer service quality management activities.	<p>A. Create, modify or use an existing tool, offering any suggestions for improvement, to assist in the gathering of patient satisfaction comments regarding meal and service. To include timeliness, temperature, accuracy, friendliness of staff etc.</p> <p>B. Conduct initial taste/temperature/quality test on patient meal service.</p>	<p>A. Report evaluated for accuracy by Preceptor. Document in notebook.</p> <p>B. Results evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p>	<p>1 2 3</p> <p>1 2 3</p>	
<b>CRDN 4.4</b> Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.	A. Demonstrate knowledge of obtaining data from the computer system and entering the information into the computer.	A. Performance evaluated by Preceptor.	1 2 3	

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<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 4.5</b> Analyze quality, financial and productivity data for use in planning.	<p>A. Analyze and prepare a summary of key financial reports, such as food costs, labor costs, and supply costs. Identify major contributors to budget.</p> <p>B. Summarize the benchmarking and productivity data (meals: labor costs, food costs, meal costs).</p>	<p>A. Written summary evaluated for accuracy by Preceptor. Document in notebook.</p> <p>C. Written summary evaluated for accuracy by Preceptor. Document in notebook.</p>	<p>1 2 3</p> <p>1 2 3</p>	
<b>CRDN 4.6</b> Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.	<p>A. Propose a new practice to promote sustainability, reduce waste or protect the environment, discuss implementation.</p>	<p>A. Report reviewed by Preceptor and Faculty Supervisor. Document in notebook.</p>	<p>1 2 3</p>	
<b>CRDN 4.7</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits.	<p>A. Select a piece of capital equipment; write purchasing specifications and justification using organization's policies. Include delivery, installation, training, and prevention maintenance schedule for one piece of new foodservice equipment.</p>	<p>A. Report and specifications evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p>	<p>1 2 3</p>	
<b>CRDN 4.8</b> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.	<p>A. Develop a plan for a new or expanded service including budget, staffing, equipment, supplies, and ROI.</p>	<p>A. Report evaluated for accuracy by Preceptor. Document in notebook.</p>	<p>1 2 3</p>	

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<b>CRDN 4.10</b> Analyze risk in nutrition and dietetics practice.	A. Review and summarize employee safety programs for prevention of injury. Discuss how injuries are monitored and affect the department.	A. Summary evaluated for accuracy by Preceptor. Document in notebook.	1   2   3	
	B. Analyze staff practices and develop recommendations for improvement.	B. Summary evaluated for accuracy by Preceptor. Document in notebook.	1   2   3	

**Evaluation Scale: 1= Satisfactory; 2= Very Good; 3= Excellent**

Satisfactory= Intern can competently perform skills; meets expectations

Very Good= Intern can competently perform skills with minimal assistance >50% of the time

Excellent= Intern can competently perform skills with minimal assistance >80% of the time; exceeded expectations

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

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**Student Practice Review Evaluation (SPRE)**

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

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

**DIETETIC INTERN:** \_\_\_\_\_

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

Number of days the intern was late \_\_\_\_ or absent \_\_\_\_ during the rotation. Total number of hours completed in rotation \_\_\_\_\_

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

\*Please describe:

If intern was absent, day(s) were made up during the rotation. Yes \_\_\_\_ No \_\_\_\_\*

\*Please explain.

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## *Dietetic Intern Evaluation Form for Management*

**Dietetic Intern** \_\_\_\_\_  
**Preceptor** \_\_\_\_\_  
**Rotation** **Management**

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

PLEASE CHECK ONE BLANK BELOW:

- I. \_\_\_\_\_ This candidate has met and exceeded the competencies in the time allowed in the *Food Service Management* area to function as an entry-level dietitian. Given my knowledge of this candidate’s current performance, he/she should have little difficulty becoming a practicing dietitian.
- II. \_\_\_\_\_ This candidate has met all the competencies, and given additional study/practice, should be able to function in the *Food Service Management* area as an entry level dietitian. Given my knowledge of this candidate’s current performance, he/she should plan to devote additional time to the study of *Food Service Management*.
- III. \_\_\_\_\_ This candidate has met some of the competencies and needs additional study/practice to be able to function as an entry level dietitian. Given my knowledge of this candidate’s current performance, a plan for further supervised practice should be developed for the student and he/she should plan to devote additional time to the study and practice of the *Food Service Management* area.

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

- \*I=A
- II=B
- III=C

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

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

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

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<p><b>CRDN 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives.</p> <p><i>Any medical chart entry requires a co-signature of a Registered Dietitian.</i></p>	<p>A. Demonstrate adherence to Standards of Care. Review institution's Standards of Care and discuss Standards of Care with Preceptor(s) during rotation.</p> <p>B. Document nutritional care information in patient's medical record according to institutional policy. Review with Preceptor how to record information in the medical record.</p>	<p>A. Performance evaluated by Preceptor.</p> <p>B. Preceptor to evaluate for presence of measurable outcomes in documentation. Provide at least three examples of documentation at each evaluation visit.</p>	<p>1 2 3</p> <p>1 2 3</p>	
<p><b>CRDN 1.2</b> Apply evidence-based guidelines, systematic reviews and scientific literature.</p>	<p>A. Prepare ten case reports. Include references for at least the background research and rationale of diet sections. (See 3.1)</p> <p>B. Describe the purpose and reference range of labs that correlate with the ten case reports. Include the implications of abnormal lab values.</p> <p>C. Prepare a summary of the drug name (brand &amp; generic), classification, mechanism of action, and potential nutrient interactions of common medications associated with the ten-case reports. Include at least 5 drugs per case study. Include references in summary.</p>	<p>A. Case reports evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p> <p>B. Outline evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p> <p>C. Summary evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p>	<p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p>	
<p><b>CRDN 1.4</b> Evaluate emerging research for application in nutrition and dietetics practice.</p>	<p>A. Conduct needs assessment among dietitians and research topic to present to dietetic staff. Include references.</p>	<p>A. Assessment evaluated by Preceptor and Faculty Supervisor. References approved by Preceptor.</p>	<p>1 2 3</p>	

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<b>CRDN 1.6</b> Incorporate critical-thinking skills in overall practice.	B. Demonstrate critical thinking skills or problem-solving skills as a leader to achieve a desired outcome.	A. Document example(s) in notebook. Critical thinking skills evaluated by Preceptor.	1 2 3	
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**2. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian nutritionist level of practice.**

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 2.1</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.	A. Read and examine <i>Code of Ethics for the Profession of Dietetics</i> . B. Model acceptable professional behavior throughout experience.	A. Signed statement indicating understanding and agreement to these principles. B. Preceptor and Faculty Supervisor evaluate.	1 2 3 1 2 3	
<b>CRDN 2.2</b> Demonstrate professional writing skills in preparing professional communications. (Tip: <i>Examples include research manuscripts, project proposals, education materials, policies and procedures</i> )	A. Develop and/or revise an educational tool identified as being needed. Site references and readability.	A. Final product approved by Preceptor. Document in notebook.	1 2 3	
<b>CRDN 2.3</b> Demonstrate active participation, teamwork and contributions in a group setting.	A. Demonstrate active participation with physicians and health care team members (Communicate with physicians to clarify orders, report progress, or recommend nutritional support). Summarize your contributions and impact thereof.	A. Performance evaluated by preceptor. Written summary evaluated by Preceptor and Faculty Supervisor.	1 2 3	
<b>CRDN 2.4</b> Function as a member of interprofessional teams.  <i>Any medical chart entry requires a co-signature of a Registered Dietitian.</i>	A. Communicate appropriate nutritional recommendations in medical records with follow-up by participating in team conferences, bedside rounds and/or grand rounds.	A. Performance evaluated by Preceptor. Provide at least one example in notebook.	1 2 3	

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<b>CRDN 2.6</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	A. Demonstrate process of referral. Document referral following procedures of facility.	A. Performance and documentation evaluated by Preceptor.	1 2 3	
<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 2.7</b> Apply leadership skills to achieve desired outcomes	A. Provide full coverage for nutritional care services for a clinical unit for two weeks.	A. Performance and leadership skills evaluated by Preceptor and Faculty Supervisor.	1 2 3	
<b>CRDN 2.8</b> Demonstrate negotiation skills. (Tip: <i>Demonstrating negotiating skills includes showing assertiveness when needed, while respecting life experiences, cultural diversity and educational background of the other parties.</i> )	A. Demonstrate assertiveness and negotiation skills with medical personnel or health care team members to justify (evidence-based) nutritional recommendations.	A. Performance evaluated by Preceptor. Provide at least one example in notebook.	1 2 3	
<b>CRDN 2.9</b> Participate in professional and community organizations (Examples: SIDA, IDA, & The Academy)	A. Attend and participate in at least two dietetic continuing education programs offered at the local, regional, state, or national level.  1. _____ 2. _____	A. Document in notebook. Summarize learning outcomes from the sessions attended. Explain how these meetings/presentations meet a personal goal or apply to internship experiences and write a summary of how the presentations apply to practice or professional growth. Evaluated by Preceptor and Faculty Supervisor.	1 2 3	
<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 2.10</b> Demonstrate professional attributes in all areas of practice. (Tip: <i>Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility,</i>	A. Work in the position as being responsible for screening and assessment as outlined in the institution's procedures. B. Demonstrate ability to complete a nutrition assessment, identify nutrition diagnosis,	A. Performance evaluated by Preceptor. B. Performance evaluated by Preceptor.	1 2 3 1 2 3	



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<i>time management, work prioritization and work ethic.)</i>	and appropriately prioritize patients' nutritional needs. C. Demonstrate good time management skills, work prioritization, and work ethic throughout rotation experience.	C. Performance evaluated by Preceptor.	1 2 3	
<b>CRDN 2.11</b> Show cultural competence/sensitivity in interactions with clients, colleagues and staff.	A. Demonstrate cultural competency by providing appropriate education to patients and/or medical staff.	A. Performance evaluated by Preceptor. Provide at least one example in notebook.	1 2 3	
<b>ACEND</b> <b>Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation</b> <b>Evaluation Strategy</b>	<b>Evaluation:</b> <b>1 2 3</b>	<b>Preceptor</b> <b>Initials</b>
<b>CRDN 2.12</b> Perform self-assessment and develop goals for self-improvement throughout the program.	A. At each of the three evaluation visits, be prepared to describe your professional strengths, weaknesses, and areas needing more attention or direction (self-assessment).	A. Self-evaluation reviewed with intern by Preceptor and Faculty Supervisor.	1 2 3	
<b>CRDN 2.13</b> Prepare a plan for professional development according to Commission on Dietetics Registration guidelines.	A. Write a sample goal for your CDR Professional Development Dietetic Portfolio (self-assessment).	A. Evaluated by DI Director.	1 2 3	
<b>CRDN 2.15</b> Practice and/or role-play mentoring and precepting others.	B. Write a post-rotation description that includes what the next intern can do to be successful in the rotation and how best the intern should prepare for the rotation. C. Choose 3 competencies which you thought were the most difficult to meet and describe in a report how you completed them. Report should include what the next intern can do to be successful at meeting the competency and how best the intern should prepare for the competency.	C. Evaluated by Preceptor and Faculty Supervisor. D. Evaluated by Preceptor and Faculty Supervisor	1 2 3 1 2 3	

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

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 3.1</b> 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.  <b>Any medical chart entry requires a co-signature of a Registered Dietitian.</b>	A. Interpret information in the medical record, including the laboratory findings and diagnostic procedures for patients with a variety of diseases.	A. Performance evaluated by Preceptor.	1 2 3	
	B. Evaluate patient's nutritional status and follow-up appropriately with physician. Document assessments according to institutional policy.	B. Preceptor to evaluate for presence of measurable outcomes in documentation. Provide at least three examples of documentation at each evaluation visit.	1 2 3	
	C. For dietary assessment, analyze dietary and/or nutrient intake, e.g., ADA exchanges, My Pyramid, nutrient tables.	C. Performance evaluated by Preceptor. Provide copies of examples to demonstrate methods used. Document in notebook.	1 2 3	
	D. Utilize appropriate interviewing techniques to obtain the patient's dietary (use appropriate dietary assessment method), social and medical history.	D. Performance evaluated by Preceptor.	1 2 3	
	E. Interview patients to determine acceptability of foods served, obtain food preferences, explain selective menus (if applicable), and answer questions. Document results according to institutional policy.	E. Performance evaluated by Preceptor.	1 2 3	
<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 3.1</b> 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.	F. Interpret nutritional assessment data, including diagnoses, anthropometric measurements, laboratory values, and dietary assessment to determine the patient's nutritional status. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements. Follow-up appropriately with physician. Document assessments according to institutional policy.	F. Performance evaluated by Preceptor	1 2 3	

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

<p><b>Any medical chart entry requires a co-signature of a Registered Dietitian.</b></p>	<p>G. Develop a modified diet plan for the patient based on dietary prescription, the individual's present food pattern and lifestyle. Follow-up appropriately with physician. Document care according to institutional policy.</p> <p>H. Make appropriate nutritional recommendations and follow-up with patient to monitor adherence or difficulties. Make appropriate modifications based on follow-up results. Document care according to institutional policy. Follow-up appropriately with physician.</p>	<p>G. Performance evaluated by Preceptor</p> <p>H. Performance evaluated by Preceptor</p>	<p>1 2 3</p> <p>1 2 3</p>	
<p><b>ACEND</b> <b>Competencies/Learning Outcomes</b></p>	<p><b>Rotation Experience</b></p>	<p><b>Rotation</b> <b>Evaluation Strategy</b></p>	<p><b>Evaluation:</b> <b>1 2 3</b></p>	<p><b>Preceptor</b> <b>Initials</b></p>
<p><b>CRDN 3.1</b> 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>I. Prepare ten case reports. Each report is to include a nutrition care plan with supporting documentation for the plan. Explain medical procedures associated with case reports. The following are predetermined cases to cover:</p> <ul style="list-style-type: none"> <li>▪ Enteral nutrition support</li> <li>▪ Parenteral nutrition support</li> <li>▪ Cardiovascular disease</li> <li>▪ Renal disease</li> <li>▪ Type 1 Diabetes</li> <li>▪ Overweight/Obesity Secondary to Type 2 Diabetes</li> <li>▪ GI Disease</li> <li>▪ Multi-system organ failure, trauma, Liver Disease or Pancreatic Dysfunction</li> <li>▪ Cancer</li> <li>▪ Malnutrition related to Pulmonary Disease (if possible)</li> </ul> <p>J. Conduct a calorie count or institution's procedures for monitoring patients' intakes.</p>	<p>I. Written case studies evaluated by Preceptor and faculty supervisor.</p> <p>J. Performance evaluated by Preceptor.</p>	<p>1 2 3</p> <p>1 2 3</p>	

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<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
	K. Select, implement, and evaluate standard enteral and parenteral nutrition regimens for assigned patients to meet nutritional requirements.	K. Performance evaluated by Preceptor.	1 2 3	
<b>CRDN 3.2</b> Conduct nutrition focused physical exams.	A. Conduct NFPE on patients according to facility's procedures. Explain the importance of NFPE, which includes documentation of muscle mass wasting and subcutaneous fat loss when diagnosing malnutrition of hospitalized patients.	A. Performance evaluated by preceptor. Document at least three examples in notebook.	1 2 3	
<b>CRDN 3.3</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings. (Tip: <i>Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.</i> )	A. Conduct needs assessment among dietitians. Plan, prepare, present, and evaluate one in-service presentation to the dietetic staff. (See 1.4) B. Demonstrate ability to communicate effectively--orally and in writing.	A. Summary of evaluations. Preceptor to evaluate performance. Document in notebook. B. Evaluated by Preceptor and Faculty Supervisor.	1 2 3  1 2 3	
<b>CRDN 3.4</b> Design, implement and evaluate presentations to a target audience. (Tip: <i>A quality presentation considers life experiences, cultural diversity and educational background of the target audience.</i> )	A. Conduct a <u>minimum</u> of three classes on the subject of nutrition or medical nutrition therapy for the following groups: medical students, patients, personnel, or the public. Evaluate the group's pre- and post- learning of your topic. The educational methods, tools, and techniques used should be applicable to the particular group. When appropriate, documentation of class attendance should be made in the medical record. B. Evaluate a minimum of three educational presentations using the Oral Presentation Checklist.	A. Preceptor must approve written objectives and lesson plans. Performance evaluated by Preceptor. Document in notebook. B. Evaluations reviewed by Preceptor and Faculty Supervisor. Document in notebook.	1 2 3  1 2 3	

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<b>CRDN 3.6</b> Use effective education and counseling skills to facilitate behavior change.	A. Provide instruction to patients and their families on the implementation of dietary practices and behaviors appropriate to their diagnosed condition. During diet instruction to patient and/or family, incorporate appropriate visual or interactive tools to enhance comprehension of instruction.	A. Performance evaluated by Preceptor.	1 2 3	
<b>CRDN 3.8</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends.	A. Function as a clinical nutrition resource, providing evidence-based answers and information through patient counseling, follow-up calls, employee in-services and workshops, newsletters, and/or email questions.	A. Performance evaluated by Preceptor.	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.**

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 4.3</b> Conduct clinical and customer service quality management activities.  <b>CRDN 4.5</b> Analyze quality, financial or productivity data for use in planning.	A. Complete a written quality improvement audit using appropriate data collection instruments and critical indicator(s).	A. Final report approved by Preceptor and Faculty Supervisor. Document in notebook.	1 2 3	
<b>CRDN 4.4</b> Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.	A. Use nutrient analysis software to complete nutrient analyses of patients' diets. (i.e., What is the patient's usual food intake at home in a typical 24-hour period? What is the nutrient value of that food intake? How can the diet be modified to support better health?) Provide this information in as many of the ten case reports as possible (minimum of 3).	A. Report evaluated by Preceptor. Document in notebook.	1 2 3	

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	B. Develop an improved meal plan for one day based on the patient's prescribed diet and usual intake. Provide this information in as many of the ten case reports as possible (minimum of 3).	B. Modifications evaluated and approved by Preceptor. Document in notebook.	1 2 3	
<b>CRDN 4.9</b> Explain the process for coding and bill for nutrition and dietetic services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.	A. Demonstrate the knowledge of payment/reimbursement for medical nutrition therapy by discussing the process for inpatient and outpatient (if applicable) services at your facility	A. Report evaluated by Preceptor. Document in notebook.	1 2 3	

**Evaluation Scale: 1= Satisfactory; 2= Very Good; 3= Excellent**

**Satisfactory=** Intern can competently perform skills; meets expectations

**Very Good=** Intern can competently perform skills with minimal assistance >50% of the time

**Excellent=** Intern can competently perform skills with minimal assistance >80% of the time; exceeded expectations

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

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RECORD EACH CASE STUDY BELOW.**

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

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

\*\*Required

**Evaluation Scale: 1= Satisfactory; 2= Very Good; 3= Excellent**

Satisfactory= Intern can competently perform skills; meets expectations

Very Good= Intern can competently perform skills with minimal assistance >50% of the time

Excellent= Intern can competently perform skills with minimal assistance >80% of the time; exceeded expectations

Competency statements are from the 2017 Accreditation Standards for Nutrition and Dietetic Internship Program (DI) from the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

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

### **Overall Objective:**

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

### **I. REVIEW OF MEDICAL LITERATURE**

#### **A. Pathophysiology**

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

#### **B. Nutritional Implications in the Disease**

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

### **II. DISCUSSION OF PATIENT CASE STUDY**

#### **C. Nutrition Assessment Data**

1. Client History
  - Personal History – present general information about the patient: use initials to identify patient, specify age, gender, race, and ethnicity, if appropriate.
  - Health History & Surgical Treatment – patient, family medical/health history; history of surgical treatment.
  - Social History – Housing, economic, psychological, religion or religious preferences, occupation, geography, and stress background of patient as it relates to primary diagnosis; social/medical support
2. Anthropometrics – Ht, wt, wt changes, BMI/IBW %, etc.
3. Biochemical data, medical tests, & procedures - correlate labs, medical tests/procedures of patient with normal values.
4. Nutrition-Focused Physical Findings – present significant findings from physical exam and other related data.
5. Food/Nutrition Related History
  - Food/Nutrient Intake - include diet history with typical diet followed at home, average intake, diet order at admission, and oral intake since admission, etc.



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- Medications & herbal supplements – those taken at home and hospital; possible interactions
  - Knowledge/beliefs/attitudes - related to food and nutrition
  - Behavior – related to food and health
  - Access to food and related supplies
6. Physical Activity History
  7. Comparative Standards (may be mixed in throughout other assessment information) – estimated energy/protein needs, wt standards, etc
  8. Secondary diagnoses for this admission; other medical problems listed
  9. Briefly review hospital course
- D. Nutrition Diagnosis**
1. Using standardized language determine appropriate nutrition diagnoses (include the problem, etiology, and signs/symptoms in the PES statement). You will need at least one. Be sure to use NCP terminology.
- E. Nutrition Intervention**
1. Nutrition Prescription – What was your “prescription” or the overall recommendations for the patient? Include the patient’s individualized recommendations for energy, specific foods or nutrients, based on current reference standards and guidelines and the patient’s health condition and nutrition diagnosis.
  2. Describe and justify (cite references/evidence that supports and/or validates) the intervention strategies used, proposed, and/or recommended. Discuss and compare any differences you find between what was done and what is recommended for the nutrition diagnosis and/or disease state. Include items such as:
    - a. Food and/or nutrient delivery modifications or recommendations
    - b. Nutrition education or counseling – describe educational or counseling encounters; discuss patient’s knowledge and readiness to learn new information; what is the predicted adherence to the diet therapy.
    - c. Coordination of care – discuss other professionals, institutions, or agencies that you collaborated and/or coordinated with and/or referred to during the patient’s nutrition care; discuss any discharge planning and transfer of nutrition care from one level or location of care to another.
  3. List goals that are patient-focused, measurable, achievable, and time-defined.
  4. Identify factors or influences that may prevent the intervention strategies from being successful
    - a. Influences on food intake (i.e., swallowing problems, NPO for tests, etc)
    - b. Ability to meet nutrition prescription
    - c. Touch on any social, economic, psychological influences that might influence outcomes.
- F. Nutrition Monitoring and Evaluation**
1. List specific indicators/measures that were or could have been monitored/evaluated to determine the progress of the patient. These should link

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back to the diagnoses, prescription, goals, intervention strategies, standards, or  
initial assessment findings.

**III. SUMMARY:**

- G. Summarize the prognosis of the patient and the effectiveness of the nutrition care plan.
- H. Discuss realistic/practical applications and recommendations for practice based on research.
- I. What would you do differently the next time you worked with a patient in a similar situation?

**PRESENTATION DIRECTIONS:**

- Prepare a PowerPoint presentation as outlined above. Make sure you avoid using any patient-identifying information protected by HIPAA.
- To cover the material adequately, presentations should be 30-40 minutes with an additional 5-10 minutes planned for questions.
- Include in-text citations on the appropriate slides, as well as a reference list at the end of the presentation. The SIU DI requires that you use the AMA referencing format.
  - In-text citations should be listed for all information on the slide, including pictures, tables, etc. If you use more than one reference for the information on the slide, each reference should be cited.
  - At least one reference cited needs to come from evidence-based guidelines, systematic reviews, and/or scientific literature.
    - **Hint:** You might find help at the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, or National Guideline Clearinghouse web sites. For further assistance, use the [SIU Morris Library Guide](#).
- Submit a copy of your PowerPoint slides and the completed case study to your preceptor and DI Director before the presentation.

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

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## Student Practice Review Evaluation (SPRE)

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

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

DIETETIC INTERN: \_\_\_\_\_

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

Number of days the intern was late \_\_\_\_\_ or absent \_\_\_\_\_ during the rotation. Total number of hours completed in rotation \_\_\_\_\_

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

\*Please describe:

If intern was absent, day(s) were made up during the rotation. Yes \_\_\_\_\_ No \_\_\_\_\_\*

\*Please explain.

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**Dietetic Intern Evaluation Form for MNT**

**Dietetic Intern** \_\_\_\_\_  
**Preceptor** \_\_\_\_\_  
**Rotation** **Medical Nutrition Therapy/Clinical** \_\_\_\_\_

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

PLEASE CHECK ONE BLANK BELOW:

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

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

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

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

- \*I=A
- II=B
- III=C

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Competencies/Learning Outcomes for Dietetic Internship Programs – COMMUNITY NUTRITION

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

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 1.1</b> Select indicators of program quality and/or customer service and measure achievement of objectives.	<p>A. Define outcomes as they relate to community nutrition. Write a report describing the outcomes most frequently used in your community setting. Why are they important, how is it collected, what is done with the information after it is collected?</p> <p>B. Differentiate between outcomes and research.</p> <p>C. <i>Complete a rotation project** using outcome data that adds to the knowledge of the field of public health and improves the nutritional status of the public. Project to include measurable objectives. (See 5.4A)</i></p>	<p>A. Report to be evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p> <p>B. Report evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p> <p>C. Project evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p>	<p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p>	
<b>CRDN 1.3</b> Justify programs, products, services and care using appropriate evidence or data.	<p>A. Evaluate the effectiveness of a nutrition program in your community that is <u>different</u> from your current agency and supervise its activities for 1 day. Review the policies and procedures, goals and objectives specific to the program.</p>	<p>A. Project evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p>	<p>1 2 3</p>	
<b>CRDN 1.4</b> Evaluate emerging research for application in nutrition and dietetics practice.	<p>A. Choose a current public health topic that is controversial and related to your community setting. Complete a report explaining both sides of the controversy, backing up statements and arguments with scientific evidence. Be able to defend a position with supporting statements and why you chose this position.</p>	<p>A. Report evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p>	<p>1 2 3</p>	

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRD 1.5</b> Conduct projects using appropriate research methods, ethical procedures and data analysis.  (If student completed a thesis, competency excluded).	A. Review at least 5 articles on community nutrition and/or community nutrition programs. Critique the content of the article using the "Analyzing the Content of a Research Article" form that is in your student handbook. The articles must be approved and/or provided by your Preceptor. May be used in rotation project**.	A. Written evaluations assessed by Preceptor and Faculty Supervisor. Document in notebook.	1 2 3	
<b>CRDN 1.6</b> Incorporate critical-thinking skills in overall practice.	C. Document a time when you had to use critical thinking skills or problem-solving skills as a leader to achieve a desired outcome.	A. Critical thinking skills evaluated by Preceptor. Document example(s) in notebook.	1 2 3	

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

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 2.1</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.	A. Read and examine <i>Code of Ethics for the Profession of Dietetics</i> .	A. Signed statement indicating understanding and agreement to these principles.	1 2 3	
	B. Model acceptable professional behavior throughout experience.	B. Preceptor and Faculty Supervisor evaluate.	1 2 3	
<b>CRDN 2.2</b> Demonstrate professional writing skills in preparing professional communications. (Tip: <i>Examples include research manuscripts, project proposals, education materials, policies and procedures</i> )	A. Revise or develop brochures or educational materials for target population(s) of the facility. Evaluate reading level.	A. Products evaluated by Preceptor and Faculty Supervisor. Document in notebook.	1 2 3	
	B. Demonstrate ability to communicate effectively orally and in writing by preparing various communications, in applicable formats, for use in your agency and/or community.	B. Performance evaluated by Preceptor. Document examples in notebook.	1 2 3	

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 2.3</b> Demonstrate active participation, teamwork and contributions in a group setting.	A. Conduct a health fair in the community and assist w/various screenings. Describe the activity and your role.	A. Summary evaluated by Preceptor and Faculty Supervisor. Document in notebook.	1 2 3	
<b>CRDN 2.4</b> Function as a member of interprofessional teams.	A. Diagram an organizational chart for your community rotation site including divisions, sections, departments, employees, etc. Address funding issues. B. Document active participation in a community-based health promotion/disease prevention task force, initiative, project, or program approved by your Preceptor. Take minutes from the meetings, stating goals/objectives, desired outcomes, and actions to be taken. Explain your role in the program.	A. Diagram and summary evaluated by Preceptor and Faculty Supervisor. Document in notebook. B. Document minutes and/or projects in notebook and evaluated by Preceptor and Faculty Supervisor.	1 2 3 1 2 3	
<b>CRDN 2.6</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	A. Document how the nutritionist works with other health care team members in providing education and counseling. B. Document and demonstrate the process of referral. Provide appropriate client referrals to other team members and other health care and social service agencies. The write-up should include characteristics of clients referred and description of how, when, and why a client would be referred.	A. Preceptor and Faculty Supervisor evaluate. Document in notebook. B. Preceptor and Faculty Supervisor evaluate. Document referrals in notebook.	1 2 3 1 2 3	
<b>CRDN 2.7</b> Apply leadership skills to achieve desired outcomes.	A. Provide coverage for at least 3 days. Throughout your rotation, you will assist your Preceptor as needed. However, you must document how you have managed or helped manage the department, program, and service for <u>no less than 3 days</u> as a professional public health nutritionist, taking calls as the "assistant". Record decisions that confronted you during the management experience. Document with written log.	A. Performance evaluated by Preceptor. Document in notebook.	1 2 3	
<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 2.9</b> Participate in professional and community organizations.	A. Attend and participate in at least three dietetic continuing education programs	A. Document in notebook. Summarize learning outcomes from the	1 2 3	

<p>(Examples: SIDA, IDA, AHF &amp; The Academy)</p>	<p>offered at the local, regional, state, or national level. Other professional meetings may also be acceptable (ask faculty supervisor).</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>	<p>sessions attended. Explain how these meetings/ presentations meet a personal goal or apply to internship experiences and write a summary of how the presentations apply to practice or professional growth. Evaluated by Preceptor and Faculty Supervisor.</p>		
<p><b>CRDN 2.10</b> Demonstrate professional attributes in all areas of practice. (Tip: <i>Professional attributes include showing initiative and proactively developing solutions, advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic.</i>)</p>	<p>A. Demonstrate good time management skills, work prioritization, and work ethic throughout rotation experience.</p> <p>B. Demonstrate initiative and/or work prioritization in your rotation setting.</p>	<p>A. Performance evaluated by Preceptor.</p> <p>B. Performance evaluated by Preceptor.</p>	<p>1 2 3</p> <p>1 2 3</p>	
<p><b>CRDN 2.11</b> Show cultural competence/sensitivity in interactions with clients, colleagues and staff.</p>	<p>A. Complete a rotation project** using outcome data that adds to the knowledge of the field of public health and improves the nutritional status of the public. Project to include measurable objectives. (See 5.4A)</p> <p>B. Summarize how awareness and sensitivity to various cultures and markets are demonstrated or practiced in the organization.</p>	<p>A. Project evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p> <p>B. Summary evaluated by Preceptor and Faculty Supervisor. Document in notebook.</p>	<p>1 2 3</p> <p>1 2 3</p>	
<p><b>CRDN 2.12</b> Perform self-assessment and develop goals for self-improvement throughout the program.</p>	<p>A. At each of the three evaluation visits, be prepared to describe your professional strengths, weaknesses, and areas needing more attention or direction (self-assessment).</p>	<p>A. Self-evaluation to be reviewed with intern by Preceptor and Faculty Supervisor.</p>	<p>1 2 3</p>	
<p><b>CRDN 2.13</b> Prepare a plan for professional development according to Commission on Dietetics Registration guidelines.</p>	<p>B. Write a sample goal for your CDR Professional Development Dietetic Portfolio (self-assessment).</p>	<p>B. Evaluated by Preceptor and Faculty Supervisor.</p>	<p>1 2 3</p>	
<p><b>CRDN 2.14</b> Demonstrate advocacy on local, state or national legislative and</p>	<p>A. State in writing, the influence of a specific law or federal guideline on two existing programs. Explain how these laws/guidelines influences the dietetics</p>	<p>A. Report evaluated by Preceptor and Faculty Supervisor.</p>	<p>1 2 3</p>	



regulatory issues or polices impacting the nutrition and dietetics profession.	profession. Identify where authority lays for these programs at the Federal, State, or local levels.			
<b>CRDN 2.15</b> Practice and/or role-play mentoring and precepting others.	D. Write a post-rotation description that includes what the next intern can do to be successful in the rotation and how best the intern should prepare for the rotation. E. Choose 3 competencies which you thought were the most difficult to meet and describe in a report how you completed them. Report should include what the next intern can do to be successful at meeting the competency and how best the intern should prepare for the competency.	E. Evaluated by Preceptor and Faculty Supervisor. F. Evaluated by Preceptor and Faculty Supervisor	1 2 3 1 2 3	

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

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 3.1</b> 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.	A. Screen a minimum of 5 clients and complete SOAP/ADIME notes/care plans. (See 5.1A) B. Write and present summary/case reports for the individuals from agencies, e.g., WIC, Head Start.	A. Notes to be reviewed and approved by Preceptor. B. Summary reports evaluated by Preceptor and Faculty Supervisor.	1 2 3 1 2 3	
<b>CRDN 3.3</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings. (Tip: <i>Formats include oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.</i> )	A. Write at least two public service announcements for populations intended. (PSA's for radio, TV, or newspaper; newsletter or internet articles). If appropriate, and if approved by Preceptor, submit for media use. B. Provide examples of communication skills used for client education, employee training, and/or marketing.	A. Products evaluated by Preceptor and Faculty Supervisor. B. Products evaluated by Preceptor and Faculty Supervisor.	1 2 3 1 2 3	
<b>CRDN 3.4</b> Design, implement and evaluate presentations to a target audience. (Tip: <i>A quality presentation</i>	A. Conduct a needs assessment for a specified topic/population and identify the gap in service, education, etc. needed to	A. Written lesson plans reviewed and approved by Preceptor prior to	1 2 3	

<i>considers life experiences, cultural diversity and educational background of the target audience.)</i>	create the presentation. Then plan, prepare, present, and develop an evaluation tool for your presentation. Evaluate the group's pre- and post-learning of your topic. The educational methods, tools, and techniques used should be applicable to the particular audience.	presentation. Performance evaluated by Preceptor. Document in notebook.		
<b>CRDN 3.5</b> Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	A. Develop brochures or educational materials for target population(s) of the facility. State the reading level used and how you evaluated cultural sensitivity.	A. Products evaluated by Preceptor and Faculty Supervisor. Document in notebook.	1 2 3	
<b>CRDN 3.7</b> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management. (Tip: <i>Students/interns should consider health messages and interventions that integrate the consumer's desire for taste, convenience and economy with the need for nutrition, food safety.</i> )	A. Conduct at least one program promoting consumer health, wellness and lifestyle management. Include a complete assessment of target populations, determination of need, objectives, methods, implementation, marketing materials, and evaluation. Develop a business plan that includes the cost of program or workshop.	A. Written program, lesson plan, and business plan reviewed and approved by Preceptor. Performance evaluated by Preceptor.	1 2 3	
<b>CRDN 3.8</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends.	A. Effectively and appropriately answer questions posed by workshop attendees and preceptor(s).	A. Performance evaluated by Preceptor.	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.**

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

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 4.4</b> Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.	A. Interpret and apply data from computer output and compare data to appropriate national data (e.g., NHANES, NFCS). This may be related to rotation project or other projects as assigned. Data may be collected or use existing data. Summary to include where the data was gathered, how	A. Report evaluated by Preceptor and Faculty Supervisor. Document in notebook.	1 2 3	

	the community site uses the data, what is the purpose of gathering the data, etc.			
--	-----------------------------------------------------------------------------------	--	--	--

## 5. Community emphasis competencies/learning outcomes.

Upon completion of the program, graduates are able to:

<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 5.1</b> Observe and evaluate nutrition and health care for diverse population groups across the lifespan.	A. Provide health promotion and disease prevention services by providing direct nutrition care and counseling through systematic screening, assessment, planning, intervention, and evaluation for individuals and groups in the community. Include as much diversity as possible: i.e., different age groups, cultures, religions, etc. (See 3.1A).	A. Performance evaluated by Preceptor	1 2 3	
<b>CRDN 5.2</b> Conduct community-based nutrition and health program outcome assessment/evaluation.	A. Perform state licensure procedures/audit/quality improvement to assure that nutrition services are in line with agency plans and regulations. Review most recent monitoring tool. Complete one on-site review and evaluate licensure compliance. Complete written evaluation and recommendation(s) with the supervision of a Registered Dietitian.	A. Preceptor and Faculty Supervisor to evaluate student's review, evaluation, and recommendations.	1 2 3	
<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 5.3</b> Compare and contrast community-based food and nutrition programs.  <b>CRDN 5.7</b> Consult with organizations regarding food access for target populations.	A. Visit 10 different facilities with community nutrition components. Sites must include a long-term care facility, a school, a Wellness Program, and a WIC site. Additional sites may include group homes, senior citizen's center, farmer's market, Head Start agency, soup kitchen, food pantry, homeless shelter, food bank, University of Illinois Extension, etc.). <u>Summarize</u> your visits including an explanation as to why the program was established, the program's	A. Record evaluated by Preceptor and Faculty Supervisor.	1 2 3	

	mission and goals, how it is funded, how many people it serves, what are the eligibility requirements, how the program marketed, etc.			
<b>CRDN 5.4</b> Participate in needs assessment, nutrition surveillance and/or monitoring of target groups or communities.	A. Complete a rotation project** using outcome data that adds to the knowledge of the field of public health and improves the nutritional status of the public. Project to include measurable objectives. (See 1.1C and 2.11A)	A. Project evaluated by Preceptor and Faculty Supervisor. Document in notebook.	1 2 3	
<b>ACEND Competencies/Learning Outcomes</b>	<b>Rotation Experience</b>	<b>Rotation Evaluation Strategy</b>	<b>Evaluation: 1 2 3</b>	<b>Preceptor Initials</b>
<b>CRDN 5.5</b> Participate in community-based research.	A. Apply data to at least two situations in the community setting. Use data for at least one workshop and/or media event and/or for a rotation project.	A. Performance and projects evaluated by Preceptor and Faculty Supervisor.	1 2 3	
<b>CRDN 5.6</b> Participate in nutrition and health policy development and evaluation based on community needs and resources	A. Identify specific agency activities (nutrition related) that support Year 2020-2030 objectives. B. Develop strategies to meet identified specific agency activities that support Year 2020-2030 objectives.	A. Documentation evaluated by Preceptor and Faculty Supervisor. B. Strategies evaluated by Preceptor and Faculty Supervisor. Document in notebook.	1 2 3 1 2 3	

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

**Evaluation Scale: 1= Satisfactory; 2= Very Good; 3= Excellent**

Satisfactory= Intern can competently perform skills; meets expectations

Very Good= Intern can competently perform skills with minimal assistance >50% of the time

Excellent= Intern can competently perform skills with minimal assistance >80% of the time; exceeded expectations

Competency statements are from the 2017 Accreditation Standards for Nutrition and Dietetic Internship Program (DI) from the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

## Community Nutrition

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

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

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

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

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

# Outline for Analyzing Original Research Articles for Dietetic Internship Program at SIUC\*

## Guidelines for Reviewing

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

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

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

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

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

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

Reviewers might consider four questions here:

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

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

1. *Is the writing clear? Do the authors communicate their ideas using direct, straightforward, and unambiguous words and phrases? Have they avoided jargon (statistical or conceptual) that would interfere with the communication of their procedures or ideas? Have they clearly and satisfactorily explained the key concepts relevant to the article?*
2. *Is the writing concise? Are too many words or paragraphs or sections used to present what could be communicated more simply?*

3. *Is the writing correct? Many writers have only a rudimentary grasp of grammar and punctuation, and that results in meandering commas, clauses in complex sentences that are struggling to find their verbs, and adjectives or even nouns that remain quite ambiguous about their antecedents in the sentence. Does the article have a foreign accent, i.e., is it clear that a native speaker of English did not write it? These are not merely technical issues of grammar to be somehow dealt with by a copy-editor down the line. Rather they involve the successful communication of a set of ideas to an audience; and this is the basis of scholarship today.*

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

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

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

Most rejected articles do find a home in other journals.

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

### **Good Reviews and Bad Reviews**

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

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

Adapted from:

[https://facultystaff.richmond.edu/~rterry/NECTFL/How\\_to\\_Review\\_a\\_Journal\\_Article\\_NECTFL.pdf](https://facultystaff.richmond.edu/~rterry/NECTFL/How_to_Review_a_Journal_Article_NECTFL.pdf)

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

Competencies/Learning Outcomes for Dietetic Internship Programs – COMMUNITY NUTRITION

## Student Practice Review Evaluation (SPRE)

ROTATION: **Community Nutrition** \_\_\_\_\_

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

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

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

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

Number of days the intern was late \_\_\_\_\_ or absent \_\_\_\_\_ during the rotation. Total number of hours completed in rotation \_\_\_\_\_

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

\*Please describe:

If intern was absent, day(s) were made up during the rotation. Yes \_\_\_\_\_ No \_\_\_\_\_\*

\*Please explain.



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

Competencies/Learning Outcomes for Dietetic Internship Programs – COMMUNITY  
PRACTICUM

**Dietetic Intern Evaluation Form for Community**

Dietetic Intern \_\_\_\_\_  
Preceptor \_\_\_\_\_  
Rotation **Community** \_\_\_\_\_

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

PLEASE CHECK ONE BLANK BELOW:

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

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

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

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

\*I=A  
II=B  
III=C

## Presentation Rubric

Intern: \_\_\_\_\_ Rotation: \_\_\_\_\_ Date \_\_\_\_\_

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

General Comments (strength and area of improvement): \_\_\_\_\_

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Preceptor Signature: \_\_\_\_\_

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
DIETETIC INTERNSHIP TIMESHEET**

Year: \_\_\_\_\_

INTERN \_\_\_\_\_ FACILITY \_\_\_\_\_

Signature \_\_\_\_\_ Signature \_\_\_\_\_

MONTH \_\_\_\_\_

Hours	
1.	16.
2.	17.
3.	18.
4.	19.
5.	20.
6.	21.
7.	22.
8.	23.
9.	24.
10.	25.
11.	26.
12.	27.
13.	28.
14.	29.
15.	30.
	31.

**TOTAL HOURS:** \_\_\_\_\_

Please indicate how many hours you worked each day. Upload timesheet monthly to your rotation's drop box. You and your preceptor should sign each timesheet before uploading.

## Instructions for Rotation Evaluation Form for Supervised Practice Rotations

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

To prevent bias, the form needs to be completed before you are assigned a grade. Please feel comfortable in providing your most honest assessments.

### Instructions:

1. One week before the end of your rotation, complete the appropriate Rotation Evaluation Form (i.e., for clinical, management or community).
2. Upload your evaluation into SIU Online (D2L) prior to the final week of each rotation.
3. Keep this cover sheet and the next blank page intact. Your completed Rotation Evaluation Form will be filed away until you have completed each supervised practice rotation and each grade has been officially recorded.

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

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

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

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

# Rotation Evaluation

\_\_\_\_\_ Clinical

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

## INSTRUCTIONS

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

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

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

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

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

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

**ADDITIONAL QUESTIONS**

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

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

<b>Student Assessment of Preceptor</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
19. Was the preceptor responsive to your questions, interests, and concerns?						
20. Was the preceptor available to you for problem solving during the rotation?						
21. Did the preceptor monitor your performance during the rotation?						

22. Was the preceptor able to advise and teach regarding professional competency areas encountered?						
23. Considering the great differences in students' educational needs and professional interests, how would you rate overall the effectiveness of the preceptor?						

**ADDITIONAL QUESTIONS**

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

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

**ADDITIONAL COMMENTS:**

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

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

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

- before coursework
- before practicum (supervised practice rotations)
- after practicum

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

<p><b>NAME:</b> _____</p> <p><b>DATE:</b> _____</p> <p>I completed this assessment tool (check appropriate box):</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Before coursework</li><li><input type="checkbox"/> Before practicum</li><li><input type="checkbox"/> After practicum</li></ul>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



# Self-Assessment Tool for Public Health Nutritionists

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

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

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

## I. Nutrition and Dietetics Practice

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

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

## II. Communication

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

## III. Public Health Science and Practice

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

	<u>Expert</u>		<u>Unqualified</u>		
	1	2	3	4	5
• Skill in interpreting research and its implications for the practice of public health and nutrition	1	2	3	4	5
• Skill in conducting a community health and nutrition needs assessment, including:					
- knowledge of local community including community networks and power structures	1	2	3	4	5
- knowledge of available data sources and their use	1	2	3	4	5
- skill in soliciting input on perceived needs from clients, community leaders, and health professionals	1	2	3	4	5
- knowledge of community health and human service programs and of appropriate resources for client referral	1	2	3	4	5

#### IV. Management

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

	<u>Expert</u>	<u>Unqualified</u>			
	1	2	3	4	5
• Knowledge of available funding sources for public health and public health nutrition programs	1	2	3	4	5
• Skill in grant and contract management, including:					
- preparation	1	2	3	4	5
- negotiation	1	2	3	4	5
- monitoring	1	2	3	4	5
• Skill in applying principles of cost/benefit and cost/effectiveness analysis	1	2	3	4	5

**V. Legislation and Advocacy**

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

**Thank you for your input!**

# Optional Intern Evaluation Form

Intern's Name: \_\_\_\_\_

Rotation (circle): Management    Clinical    Community

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

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

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

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

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

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

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

Comments:

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

Comments:

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

Comments:

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

Comments:

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

Comments:

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

Comments:

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

Comments:

VIII. Does intern provide nutritional care by planning realistic objectives, developing a plan to reach these objectives and completing a method of evaluation?

IX. What, in your opinion, are intern's major strengths?

X. What recommendations do you make for the intern's next assignment? (Weak points that might be given concentrated effort).

***Signatures***

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

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

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



**Southern Illinois University Carbondale**  
**Combined Master of Science & Dietetic Internship Program**  
**Preceptor Qualifications**

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

**Southern Illinois University Carbondale**  
**Combined Master of Science & Dietetic Internship Program**  
**Preceptor Qualifications**

Preceptor name (last, first, initial):

Preceptor employer:

Employer address:

Preceptor daytime phone:

Preceptor email:

Years preceptor has worked for this employer:

How many hours per week does this preceptor work for this employer?

Has this preceptor previously supervised students/interns?

Yes       No

Preceptor's highest degree achieved:

Preceptor's professional credentials:

What licensure or professional certification is required for your role as a practitioner?

Check the rotations for this preceptor and facility:

Clinical Rotation

Foodservice Rotation

Community Rotation

Concentration Rotation

Other: \_\_\_\_\_

Other: \_\_\_\_\_

Describe continued competency (CPEs or other professional development) appropriate to precepting responsibilities in the past seven years:

Other Information:

# ***Post-Rotation Duties***

## **Overall Objectives:**

**To integrate knowledge gained from didactic and experiential learning in clinical, food service and community nutrition areas.**

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

## **I. Management Rotation**

### **Objectives:**

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

### **Process:**

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

## **II. Clinical Rotation**

### **Objectives:**

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

### **Process:**

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

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

### **III. Community Rotation**

#### **Objectives:**

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

#### **Process:**

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

# ***Post-Rotation Description***

## **For Use by First Semester FN Graduate Students**

These reports will be placed in Rotations Binders housed by DI Program Director. They will be available to FN Graduate Students who are wanting more information about rotation sites.

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

**Name of Facility**

**Location of Facility**

**Type of rotation (management, clinical, or community)**

**Your name**

**Year in which you completed the rotation**

### **The Report:**

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

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

# How I Completed Competencies

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

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

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

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

**Employer Contact Authorization**

I, \_\_\_\_\_, hereby authorize Southern Illinois University Carbondale to contact my first employer after completing the Dietetic Internship and Master of Science program for the purpose of obtaining information as to the dates of my employment, job duties, and quality of my performance.

Furthermore, I authorize my first employer to release any and all information relating to my employment with them to Southern Illinois University Carbondale. I further release and hold harmless both Southern Illinois University Carbondale and \_\_\_\_\_ from any and all liability that may potentially result from the release and/or use of such information. I understand that any information released by my prior employer will be held in confidence, that it will be viewed only by those involved in the evaluation and continued improvement of the Southern Illinois University Carbondale Dietetic Internship and Master of Science program, and that neither I nor anyone else not so involved will have the right to see the information.

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Email*

\_\_\_\_\_  
*Date*

# Addendum:

***The SIU Graduate Program and Dietetic Internship will follow guidelines issued by the CDC and the IL Department of Public Health, as well as requirements set forth by the University in re: to the [COVID-19 pandemic](#). For the most up-to-date information, please see the [Coronavirus Information](#) on the SIU website. Your site may have additional COVID-19 instructions and requirements. You need to be aware of these requirements and abide by them. If you have questions, speak with you DI Director or your preceptor at your site.***

As SIU plans for a fall semester return to campus, we are planning for a spring semester return to in-person supervised practice site placements. Please read through the guidance below so that you will understand what you need to do to prepare for spring supervised practice site placements and what to expect when you are at your site.

## **Required for all students before rotations begin:**

1. Discuss with your preceptor the range of learning activities in which you will be engaged, and the level of in-person contact you should expect with clients/patients and staff/personnel.
2. Ask your preceptor if you will be engaging in any client services through technology (telehealth).
3. Identify your health risks and concerns and determine whether you are able to participate safely in supervised practice activities. Contact the DI Director if you need to complete your supervised practice activities offsite or in an alternative manner.
4. Confirm with your site what [personal protective equipment \(PPE\)](#) is required, and what your site does/does not provide.
5. Review your site's safety protocol, including personal health requirements, (e.g., daily screening and/or temperature checks, when you should stay home, washing hands, social distancing, etc.) **See SIU Self-Screening Requirements below.**
6. Acknowledge the anxiety and stress you may be experiencing as you plan for your entry into your supervised practice activities during this challenging time. Contact your preceptor and/or DI Director if you need to discuss or access the resources at the [Student Health Services](#) and/or [Counseling and Psychological Services](#)

## **For Students Completing Supervised Practice Activities at Sites in Person:**

- All students will be expected to complete daily self-screening (info below), wear masks during supervised practice activities, maintain social distancing, and follow all CDC guidelines for infection control in the workplace. Carefully review and implement all guidelines at this link: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>



### **Daily Self-Screening Requirements for Interns at Supervised Practice Sites In-Person:**

All interns who are placed in supervised practice settings will be required to complete daily self-screening before reporting to sites using the questions below. Interns must report their self-screening in the COVID time sheet (page 131). ***If the answer to any of the questions below is yes, contact your preceptor and inform them that you will not report to the site that day.*** If you do not feel ill and wish to continue to complete supervised practice activities remotely, you may work on approved assignments at home.

#### **Self-Screening Questions:**

1. Have you been told to quarantine/isolate by a medical provider or the health department?
2. In the last 14 days, have you had face-to-face contact for 10 minutes or more with someone who has or is suspected of having COVID-19?
3. Are you experiencing a new cough, shortness of breath, or difficulty breathing?
4. In the last 48 hours, have you had at least two of the following new symptoms:  
Fever, Chills, Repeated shaking chills, Muscle pain, Headache, Sore throat, Vomiting, Diarrhea or Loss of taste or smell?
5. Was your temperature 100.4 or above this morning?

For addition guidance, please use the “Expectations & Action During COVID” handout on the following page.

# EXPECTATIONS & ACTION ITEMS DURING THE COVID-19 PANDEMIC

*Wear a mask | Maintain a distance of 6 feet between you and others when possible | Wash your hands often*

## **If you have been tested for COVID-19 and are waiting for your results:**

- Stay home until your test results are received and follow CDC guidelines to quarantine.
- Notify your DI Director.
- Notify your preceptor at your site who can provide instruction on when to return to your supervised practice activities.

## **If you test positive for COVID-19:**

- Stay home and follow CDC guidelines to quarantine.
- Notify your DI Director.
- Notify your preceptor at your site who can provide instruction on when to return to your supervised practice activities.

## **If you have been exposed\* to someone who tested positive for COVID-19:**

- Stay home and follow CDC guidelines to quarantine. Contact your healthcare provider to determine if you need to be tested.
- Notify your DI Director.
- Notify your preceptor at your site who can provide instruction on when to return to your supervised practice activities.
  - Your site may require you be tested before returning to your supervised practice activities.

\*Exposed means living in the same household as a person with COVID-19; caring for a person with COVID-19; being coughed on, kissing or sharing utensils with a person with COVID-19; otherwise being within 6 feet of a person with COVID-19 for 10 minutes or longer.

## **If you have COVID-19 symptoms such as cough, shortness of breath, fever, loss of taste or smell, unexplained fatigue, gastrointestinal issues or other symptoms the CDC says may be indicative of COVID-19:**

- Contact your healthcare provider for instruction. Stay home and follow CDC guidelines to quarantine.
- Notify your DI Director.
- Notify your preceptor at your site who can provide instruction on when to return to your supervised practice activities.
  - Your site may require you be tested before returning to your supervised practice activities.

## **If you are experiencing a medical emergency call 911**

**You have a responsibility to protect yourself and others.** In the event your supervised practice activities or academic progression is delayed as a result of COVID-19 related absences, we will work together to create a plan to complete the needed requirements for your supervised practice. Please know your DI Director will be looking out for your best interest and will have your safety as a #1 priority.

**SOUTHERN ILLINOIS UNIVERSITY CARBONDALE  
DIETETIC INTERNSHIP TIMESHEET (COVID-19)**

Year: \_\_\_\_\_

INTERN \_\_\_\_\_ FACILITY \_\_\_\_\_

Signature \_\_\_\_\_ Signature \_\_\_\_\_

MONTH \_\_\_\_\_

Hours		Self-Screening Performed per Page 129 of Handbook. All Answers 'NO'.	
1.	16.	1.	16.
2.	17.	2.	17.
3.	18.	3.	18.
4.	19.	4.	19.
5.	20.	5.	20.
6.	21.	6.	21.
7.	22.	7.	22.
8.	23.	8.	23.
9.	24.	9.	24.
10.	25.	10.	25.
11.	26.	11.	26.
12.	27.	12.	27.
13.	28.	13.	28.
14.	29.	14.	29.
15.	30.	15.	30.
	31.		31.

TOTAL HOURS: \_\_\_\_\_

Please indicate how many hours you worked each day. Upload timesheet monthly to your rotation's drop box. You and your preceptor should sign each timesheet before uploading.