

Simmons University
Dietetic Internship Program
Student Handbook
2024-2025

Simmons University
Department of Nutrition
Boston, MA
Preparing the Future Leaders of Healthcare

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**SIMMONS UNIVERSITY
DIETETIC INTERNSHIP PROGRAM**

Mission Statement and Goals

The Simmons University Dietetic Internship Program and the Department of Nutrition upholds the mission, goals and objectives of the University.

Simmons University Mission

The mission of Simmons University is: “to provide transformative learning that links passion with lifelong purpose.”

Simmons Core Values are as follows:

- We are at our best when students are first.
- We prepare students for life’s work.
- We cross boundaries to create opportunities.
- We make a collective investment in community.

Department of Nutrition Mission

The Mission of the Simmons University Department of Nutrition is twofold. The first is to educate students to:

- Foster an appreciation of lifelong learning in preparation for success in advanced nutrition or dietetics education or employment.
- Be effective in a profession that works to affect the eating behaviors and subsequent health and quality of life of a multicultural and diverse population.
- Add to the scientific investigation about food and health, and one that fosters an appreciation of food’s relationship to other sciences.

Secondly, the nutrition mission is to provide the entire University community with the intellectual basis and professional expertise for achieving and/or maintaining health through food habits.

The mission of the Department of Nutrition embraces the broad mission of the University, where academic and real-world experiences prepare undergraduate and graduate students for rewarding lives and careers. The University reflects the belief that professional education is not enough to equip graduates for the lives they may expect to lead; a Simmons education embodies the principles of a liberal arts and sciences education with professional education within the context of a multicultural society.

The Department of Nutrition philosophy supports the concept that nutrition is a science governed by the rigorous rules of scientific investigation. It is a biological science because its elements, nutrients, are chemicals and chemical compounds which participate in the regulation of homeostasis and, thus, the continuity of life. Nutrition is further a social science, because its elements are consumed, primarily, in the form of food on a regular basis. How and why food is chosen is determined by a set of human behaviors that are constantly refined by such diverse

forces as biology, environment, economics, politics, culture and the effect of the media. Since the faculty further believes that the practice of Dietetics is predicated, in large part, on the science of Nutrition, the Department of Nutrition's contribution to the education of dietetic practitioners is philosophically consistent with the mission of the University and in harmony with societal expectations of professional health care workers.

Simmons University Dietetic Internship Mission: is to prepare interns to be competent, ethical entry level Registered Dietitian Nutritionists who build on evidence-based research and standards of practice and standards of professional performance to provide nutritional care, health promotion and disease prevention that is culturally and economically sensitive. Our graduates will develop an appreciation for life-long learning to increase knowledge and enhance professional development.

The program's mission is consistent with the standards of practice and the standards of professional performance. The commonalities among the three mission statements (University, Department, and DI) are the acquisition of knowledge and education and professional practice. The University, department and internship program work to integrate quality education into preparation for professional practice among our graduates.

The Simmons University Dietetic Internship Program supports the Department of Nutrition mission, goals and objectives and supports the mission and vision statements of the University. The ongoing objectives of a Simmons education include preparing women and men to be well informed, open minded, and sensitive to values; committed to learning as a continuing experience; thoughtful, analytical, and flexible in their approach to new information and new intellectual challenges; competent in at least one area of concentration or specialization, but responsive to the variety of opportunities open to them; knowledgeable in at least one area related to their career objective; and successful in integrating their education with their personal and professional lives. The program's mission is consistent with the standards of practice and the standards of professional performance.

The students participating in our dietetic internship program have committed to a degree in the field of dietetics. It is through the Simmons University dietetic internship program that our students will gain quality hands-on education as it relates to the interdisciplinary art and science of nutrition and dietetics. The program recognizes that the education of dietitians in health-care settings other than the hospital has taken on more significance with the need for cost containment and the advent of preventive medicine. As a result, the program curriculum supports the current trend away from acute hospital-based care towards wellness, health promotion, and disease prevention. The Dietetic internship supports the Department of Nutrition mission by:

- Fostering the development of skills in critical analysis.
- Encouraging a creative and effective approach to problem solving.
- Providing opportunity for the direct application of didactic material.
- Encouraging students to recognize the importance of continuous learning for enrichment of their personal and professional lives.
- Providing an environment which encourages and contributes to an understanding of the psychological, social, cultural, and economic factors that influence food consumption in various populations.

- Providing students with the skills which will enable an objective and competent interpretation of the scientific literature to better understand the relationship of nutrition to health promotion, wellness and disease prevention, and the involvement of adequate nutrition in human development and in the aging processes.

Simmons University Dietetic Internship Program Goals and Objectives

Simmons University Dietetic Internship Program Goals

Since the profession of dietetics is built on a conceptual framework that is constantly changing as a result of the discovery of new operational principles, evidenced based research, and standards of practice, the dietetic internship's goals are:

Simmons University Program Goal #1

Graduates will be prepared for a career using their intellectual and clinical skills to competently function as entry level Registered Dietitian Nutritionists.

Program Goal #1 Outcome Measures*

- *Objective 1* – 80% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- *Objective 2* - 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%.
- *Objective 3* - Of graduates who seek employment, at least 80% are employed in nutrition and dietetics or related fields within 12 months of graduation.
- *Objective 4* – At least 80% of employers will rate graduates as superior or strong in nutritional knowledge and professional skills compared with other entry level dietetics professionals.
- *Objective 5*
(DI Program) At least 80% of interns complete program requirements within 12 months (150% of planned program length).
(MSDI Program) At least 80% of interns complete program requirements within 31.5 months (150% of planned program length).
- *Objective 6*- 100% of graduates will rate themselves as being at least adequately prepared for the nutrition-related aspects of the position.

Simmons University Program Goal #2

Graduates will be prepared as entry-level Registered Dietitian Nutritionists to participate in continuous learning and professional development activities, and exhibit leadership.

Program Goal #2 Outcome Measures*

- *Objective 1* - 50% of graduates will indicate that they exhibit leadership skills by being actively involved in a professional organization or by implementing initiatives in their employment.

**Program Outcomes data are available upon request.*

SIMMONS UNIVERSITY
DIETETIC INTERNSHIP PROGRAM
Rotation and Affiliation Descriptions

Description of the Simmons University Dietetic Internship Program

The Simmons University dietetic internship program is a full-time, 34-week community-oriented internship experience for students who would like to become registered dietitians. The program's goal is to provide students with both the attitude and skills necessary to continue learning in a dynamic discipline. Students will develop the intellectual and clinical skills of a successful professional to function efficiently and effectively within a healthcare or community setting.

Upon completion of the program the student is expected to be properly prepared, from a hands-on practical standpoint, to complete the examination to gain registered dietitian status in accordance with the Commission on Dietetic Registration.

The program consists of several supervised practice rotations. The rotations are as follows:

- Ten weeks at an acute care hospital, a long-term care facility, or a combination of these sites with additional experiences. In addition, interns spend a week of clinical preparation with the Simmons clinical instructor before the rotation begins.
- Four weeks in a food service operation at a long-term care facility, community hospital, university, K-12 school foodservice or other related facility concentrating on food service-related management experiences.
- *Community Nutrition Concentration*: Sixteen weeks in a variety of community settings which may include the following: community health center, state or local department of public health, state government-based nutrition initiative, corporate wellness programs, outpatient nutrition programs at a hospital or medical clinic, and/or a private practice dietitian office.
Students spend time at a combination of places under this category. For example, an intern may spend 4 weeks at a community health center, 4 weeks with the department of public health combined with time at a local WIC program, 4 weeks with a private practice dietitian, and 4 weeks at a local food pantry.
- *Treatment of Eating Disorders Concentration*: Interns selected for the eating disorder concentration will complete one rotation in an outpatient setting, and at least one other experience in a higher level of care at an eating disorder facility.
- *Pediatric Concentration*: Interns selected for the pediatric concentration will complete one inpatient pediatric rotation and at least one community rotation.
- Optional: One to two weeks in a professional practice (“choice”) rotation chosen by the intern and approved by the DI leadership, or extra time spent in the “virtual hospital” taught by the clinical instructor.

The remainder of this document will briefly describe each of the rotations that students will attend during their experience as a means of satisfying the program's completion requirements,

including meeting the fifty core competencies and the additional competencies associated with the intern's specialty concentration set forth by The Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting agency for dietetics practice. Furthermore, information will be provided on what types of facilities and preceptors are utilized for each of the rotations.

Supervised Practice Rotation Descriptions

Acute Care/Clinical Rotation (11 weeks)

This rotation begins with a week of didactic preparation from the program's clinical instructor. Students will review foundational clinical knowledge, practice patient interviewing skills, and obtain tips on how to be successful in the clinical setting. Following the clinical preparation week, students will be placed in a hospital setting, preferably a community teaching hospital. The hospital should offer a variety of services to ensure a well-rounded and varied experience. Students are expected to gain experience in nutrition screening, charting, developing nutrition care plans, enteral and parenteral nutrition, and interacting with patients and health care professionals. They should aim to start their experience by working on simpler tasks and advancing to more complex tasks as their experience proceeds, culminating in staff relief in the last few weeks if possible. Students are expected to develop a case study on a patient and present it to their preceptor and/or health care team.

In addition to a strong inpatient component, most affiliating agencies offer a wide variety of outpatient preventative health and educational programs on topics such as weight management, healthy heart, bone health, women's health, pregnancy, lactation and childcare and alternative medicine.

Associated competencies: 1.1, 1.2, 1.5, 2.1, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11, 2.12, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 4.3, 4.4, 4.9, 4.10

Preceptor: The preceptor must be a registered dietitian. There must be at least one full time dietitian available to the student at all times. It is also valuable if the facility has diet technicians so the student can supervise their work.

Food Service Management Rotation (4 weeks)

Students are assigned to a community-based food service location to complete their food service requirements. The location may be a school food service, community hospital, long term care food service, or any other community-based organization that will provide an appropriate experience. Students will learn how a foodservice operation functions and will begin to develop managerial skills through observation and practice. Students will also become familiar with the nutritional procedures and forms that are required by state and federal mandates in various facilities.

Students may be placed in a hospital or long-term care facility if they indicate that they would like to gain experience in this sector. Placement in long-term care facilities is beneficial since a large segment of the population is aging and the demand for dietetic professionals in long term

care is expected to rise dramatically. Ideally, the students will be able to complete their food service requirements and gain considerable experience with a consulting dietitian. The benefit of obtaining these two experiences at one site is that the student can acquire a strong working knowledge of how food service systems and medical nutrition therapy are coordinated to ensure provision of quality dietary care. This is also a benefit to combining a food service rotation within the same acute care setting.

Students may also be placed in a K-12 school food service program or at a public or private school or university. Here students will learn the strategies of feeding larger groups of people in a specialized setting, and in the primary school setting will be exposed to school feeding programs such as the school breakfast and lunch programs. In these settings, students will perform appropriate food service tasks, provide education and counseling to students and employees, and assist in any healthy initiatives within the school.

Associated competencies: 1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 2.7, 2.8, 2.10, 2.11, 2.12, 3.9, 3.11, 3.12, 3.13, 3.14, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.10

Preceptor: The preceptor must be a food service director and/or food service supervisor. The preceptor may or may not be a Registered Dietitian/Licensed Nutritionist

Community Rotation: (~16 weeks total)

The following are general categories of the types of community rotation sites where an intern might be placed for several different rotations.

- ***Public Health:*** In this setting, students would spend time at the local department of public health or the regional office of the USDA so that they can observe and participate in policy development, education and training, program development and implementation, the legislative process, and research and epidemiology as it relates to nutrition and physical activity. The programs should emphasize development of strategies and programs for health promotion and disease prevention for children, adolescents, adults, elderly individuals and families. Some of the nutrition-specific programs administered by the local department of public health could include maternal and child health education, healthy start, Women, Infants and Children (WIC), diabetes control, food stamp outreach, growth and nutrition, women's health, fitness and physical activity promotion, and osteoporosis prevention.

Preceptor: It is preferred that the main preceptor for this rotation is a registered dietitian or licensed nutritionist (LDN). However, it is expected that students will spend time with other health care professionals during this rotation.

- ***Community Health Center:*** Interns might rotate at a Boston area community health center which will provide a multi-ethnic supervised practice experience. The assigned community health center will generally be a non-profit, community-based organization that provides primary and preventive health care services to their communities, particularly the

vulnerable and underserved populations. Students will gain proficiency in providing nutrition counseling and education in an outpatient or community setting, with both individuals and groups, and become active participants in public health initiatives such as WIC, Maternal and Child Health (MCH), and special programs that assist elders in leading independent lives. During this rotation, students can also work with community hunger agencies such as soup kitchens, food pantries and food banks.

Preceptor: It is preferred that the main preceptor for this rotation is a registered dietitian or licensed nutritionist. The preceptor may also be a WIC supervisor or social service director in charge of public health initiatives for the health center. However, it is expected that students will spend time with multiple health care professionals during this rotation.

- ***State Government/Non-Profit Nutrition Initiative Program Rotation:*** Students may be assigned to an experience in which they will observe and participate in various activities involved in a federal and/or state funded nutrition-related programs. Examples of appropriate programs include food banks or kitchens, congregate meal programs, home-delivered meal programs, AIDS clinics, and other nutrition-based programs for the homeless, pregnant women and their families, and the elderly. Statewide or local programs focusing on childhood and adult obesity are another possibility or an elderly nutrition program supported by federal and state funds. Students are placed in a site where they will be involved in observing and participating in the implementation of key nutrition services and policies including provision of nourishing meals to all individuals throughout the lifespan, nutrition screening, assessment, education, and counseling to ensure that individuals achieve and maintain optimal nutritional status.

Preceptor: It is preferred that the main preceptor for this rotation is a registered dietitian or licensed nutritionist. The preceptor may also be a social service director in charge of public health initiatives for the agency. However, it is expected that students will spend time with multiple health care and social service professionals during this rotation.

- ***Nutrition Counseling and Education:*** Students are assigned to an experience in which they will observe and participate in client and patient nutrition education and counseling. Students can spend their time with a private practice dietitian, a fitness or wellness facility with a nutrition component run by a registered dietitian, a corporate wellness program, a medical practice, dialysis center, eating disorder program, sports nutrition program, diabetes management program or any other site that focuses on preventative medicine, disease management, and overall health and wellness. Activities in this rotation include developing and presenting educational seminars, participating in community education programs, developing educational tools, and writing nutrition and exercise-related articles for the lay public.

Preceptor: It is preferred that the main preceptor for this rotation is a registered dietitian. However, it is expected that students will spend time with other health care professionals during this rotation.

Associated competencies for all community rotations: 1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 2.10, 2.11, 2.12, 3.1, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.14, 4.2, 4.3, 4.4, 4.5, 4.6, 4.9

Eating Disorder Treatment Rotations: (~8-12 weeks)

Interns accepted into the concentration on treatment of eating disorders will spend approximately 8-12 weeks in specialty rotations that serve clients in treatment for an eating disorder. Interns will experience different levels of care which may include hospitalized inpatients, residential programs, partial hospitalization programs, outpatient programs, and private practice. The exact number of weeks may change based on site availability, as well as the intern's interests and professional goals.

Associated competencies: 2.10, 2.11, 2.12, 3.1, 3.7, 3.9, 3.10, 3.12, 4.4, ED 1, ED 2, ED 3, ED 4, ED 5, ED 6.

Preceptor: The preceptor must be a registered dietitian with expertise in eating disorders. It is also valuable if the facility has diet technicians so the student can supervise their work.

Pediatric Rotations: (~8-12 weeks)

Interns accepted into the Pediatrics concentration will spend approximately 8-12 weeks in specialty rotations that serve infants, children and/or adolescents. Interns will experience different settings including inpatient hospitals, outpatient clinics, K-12 schools, state or government pediatric programs, and/or private practices specializing in pediatrics. The exact number of weeks may change based on site availability, as well as the intern's interests and professional goals.

Associated competencies: PED 1, PED 2, PED 3, PED 4, PED 5, PED 6.

Preceptor: The preceptor must be a registered dietitian with expertise in pediatrics. It is also valuable if the facility has diet technicians so the student can supervise their work.

**SIMMONS UNIVERSITY
DIETETIC INTERNSHIP PROGRAM**

PROGRAM POLICIES AND PROCEDURES

The Credentialing Process

The Simmons University Dietetic Internship Program is housed within the Simmons University Department of Nutrition. The internship can be completed as a graduate Certificate in Dietetics (for the stand alone track), or as part of the combined MSDI program. It is intended for students pursuing the Registered Dietitian/Nutritionist (RDN) credential. The program is designed for students who hold an undergraduate degree and have completed the didactic course requirements (through an accredited DPD program) as required by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Our Dietetic Internship meets ACEND's requirements by providing at least 1000 hours of supervised practice. The program prepares interns with the knowledge and practical skills necessary to be eligible to take the Registered Dietitian/Nutritionist (RDN) examination administered through the Commission on Dietetic Registration (CDR). Satisfactory completion of both the coursework and the supervised practice components are required to receive a dietetic internship verification statement, stating the program graduate is eligible to take the Commission on Dietetic Registration's RDN exam. After successful completion of the RDN exam, the individual can use the RDN credential and is then required to maintain credentialing through continuing education. Dietitians may have to maintain licensure for their state, if applicable. For more information about DPD and Dietetic Internship programs, go to the ACEND website at: <https://www.eatrightpro.org/acend/students-and-advancing-education/information-for-students>

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) can be contacted by email at: ACEND@eatright.org, or by mail: 120 South Riverside Plaza, Suite 2190, Chicago Illinois, 60606-6995 or by phone at 800-877-1600 extension 5400.

The ACEND web site can be accessed at www.eatright.org/acend.

Requirements for Initiation of Rotations

Prior to START of internship rotations, ALL interns must have on file with the Simmons University Department of Nutrition:

- An official DPD Verification Statement, signed by the DPD director of their DPD institution
- Final transcript with specification of degree awarded
- Medical Clearance as evidenced by Exxat uploaded materials
- CORI clearance (conducted by Castle Branch)
- HIPAA certificate (completed quiz in Moodle)
- Bloodborne pathogen OSHA certificate (completed quiz in Moodle)

Simmons DI Program Completion Requirements

Verification statements will be provided to interns upon graduation when all of the following have been completed to the satisfaction of the internship faculty:

- Completion of required rotations including related projects and assignments and make-up of any days missed or sick days.
- Documentation of at least 1000 hours of supervised practice.
- Completion of all core competencies and program concentration competencies required by ACEND.
- The recommendation that the intern is prepared for entry level practice from all primary preceptors. The final recommendation may also be from an alternate preceptor in the case where entry level standards had not been met at the initial site/rotation.
- **For interns in the stand-alone DI track:** a ‘B’ or better in the required graduate level course *Nutrition 452: Nutrition Program Planning, Implementation, and Evaluation*.
- **For interns in the MSDI program:** a ‘B’ or better in each of the required graduate level courses.
- Attendance at all scheduled Monday afternoon internship meetings for NUTR 451 and NUTR 451 Labs, as well as internship orientation in September. Interns may be excused from a scheduled class if they are able to provide a valid reason such as need to attend a required orientation for a field site, medical emergency, jury duty, etc. Permission to miss class should be obtained prior to the class if possible. Interns are responsible for any missed material and should take steps to obtain information from a classmate.
- Completion of a formal evaluation by the student’s primary preceptor at each rotation.
- Completion of a formal evaluation by the student of each rotation.
- Completion of any assignments associated with rotations or NUTR 451, the weekly internship course. Assignments should be submitted by uploading to Moodle, the Simmons University web-based platform. Each assignment must achieve the standard of “met” competency or a B for that assignment as graded by the internship faculty. Interns will be required to redo any work that does not meet this threshold.
- Participation in a review session for the RD exam.
- Participation in exit interviews at the completion of the 34-week internship experience.

Upon completion of all dietetic internship requirements as listed above, information for all interns will be submitted to CDR for eligibility to sit for the RDN examination. Each intern will be provided 5 signed verification statements but may request more at any time if they have a specific need. Paper copies of verification statements are stored in a permanent file in the Simmons University Department of Nutrition, as well as electronically as a PDF format in a locked computer file. The Department keeps former intern files on site in accessible locked storage indefinitely.

If the intern is making a good faith effort by the internship faculty and program preceptors but has not completed all requirements by the end of the internship, the DI program faculty will continue to work with the intern until all requirements are met and will issue verification statements once the intern has turned in all documentation. Interns who are not able to receive verification statements at the end of the internship may pick up their verification statements in person from the Simmons University Department of Nutrition (300 The Fenway, Boston MA 02115), or request that the verification statements be sent via The US Postal Service. Such requests must be in writing, email is acceptable.

Former interns requiring reissued verification statements must do so either in person or in writing, giving specific instructions on how they would like the reissued statements to be delivered.

Protection of Intern Information

Once they are accepted into the Simmons dietetic internship, interns are asked to sign a Personal Information Release form, which allows DI faculty to share the intern's contact information with appropriate parties.

Most student documents are filed electronically in a password-protected drive for DI faculty, only. Additional hard copies of transcripts and verification statements are kept in a locked file cabinet in the Assistant DI Director's office. Interns will have access to his or her personal files upon request, except for confidential reference letters.

Only the DI faculty will have access to the interns' files necessary for providing appropriate supervision, evaluation, or program management. Other than contact information and general academic or work history, information will not be given to persons outside the program without the consent of the intern.

In the case of an intern whose performance is in question, the DI faculty will have the authority to share portions of the file with a specific faculty preceptor and/or a selected committee, to aid in the review of the intern's performance and make a decision regarding the eligibility of the intern to continue in the program.

See this link for more information about Simmons' general policy for privacy of student records.
<https://www.simmons.edu/academics/registrar/privacy-student-records>

Intern Support Services

Simmons interns have access to a wide array of campus services to support their learning and professional growth, as listed below.

Resources for Grad Students:

<https://internal.simmons.edu/students/resources-for-graduate-students>

Simmons G-mail:

<http://gmail.simmons.edu>

Simmons Moodle Support:

<https://moodle.simmons.edu>

Library:

<https://www.simmons.edu/library>

Technology Support (library):

<http://www.simmons.edu/student-life/student-services/technology-support>

Center for Student Success (includes the tutoring and writing centers, Office of Accessibility Services)

<https://internal.simmons.edu/students/student-success>

Financial aid:

<https://www.simmons.edu/admission-financial-aid/financial-aid-and-affordability>

Simmons Health Center:

<https://www.simmons.edu/your-simmons/student-support-resources/health-center>

Simmons Counseling Center:

<https://www.simmons.edu/your-simmons/student-support-resources/counseling-center>

Simmons Assistance Program:

<https://internal.simmons.edu/students/student-affairs/health-wellness-safety/reef/sap>

Simmons Career Education Center:

<https://www.simmons.edu/your-simmons/student-support-resources/career-development>

Simmons Public Safety

<https://www.simmons.edu/public-safety>

Campus card information:

<https://www.simmons.edu/your-simmons/student-support-resources/campus-card>

Simmons University dining services:

<https://simmons.campusdish.com/en>

Nutrition Department Facebook page:

<https://www.facebook.com/SimmonsUniversityNutritionDepartment/>

Joint Class Days and Conferences

Dietetic interns have the opportunity to attend joint class days and conferences with other Boston area dietetic interns, which rotate among different facilities and are offered 1-2 times per month. A schedule is provided to interns at orientation. Most of the class days are optional for interns to attend (three class days and two conferences are required). There is no charge for class day attendance. The fee for the required conferences is paid by Simmons University. Interns should obtain advance approval from their preceptor to be absent from that site for a class or conference they are planning to attend.

Required Joint Class Days:

Some of the joint internship class days are required for Simmons interns to attend and are NOT optional. These include:

- Simmons-sponsored class day “Entrepreneurship and Private Practice” in January
- “Day on the Hill” Legislative Advocacy Day in March
- Simmons-sponsored class day “Cultural Competence and Humility”

Conferences:

The Simmons Nutrition Department will pay for dietetic interns to attend the following conferences:

1. The Massachusetts Annual Nutrition Conference and Exhibition (ANCE)
2. Children’s Hospital Pediatric Conference (at least one day)

Interns may be excused from required joint class days and conferences only if they are able to provide a valid reason, such as attending a required orientation for a field site, medical emergency, jury duty, etc. Permission to miss class should be obtained prior to the class if possible.

Assessment of Intern Learning and Performance

Interns' supervised practice experience is evaluated by the site preceptor(s). Evaluation forms are provided by Simmons University, arranged by competencies with a rating scale of Not Met, Met, Exceeds, or Not Observed. Preceptors evaluate the intern at the midpoint of the rotation, and again at the end. The only exception to this is any rotation lasting less than 4 weeks. Simmons University is currently using a program called Exxat to administer and store intern performance evaluations. If there is any question regarding the achievement of a competency, DI faculty will contact the preceptor for clarification.

In terms of academic performance, interns receive a letter grade for their didactic courses taken at Simmons University. The program director has access to these grades and will review intern progress during advising sessions. Interns must receive a B or better in all didactic coursework to remain in the internship.

Advising sessions take place periodically throughout the internship. For MSDI interns, the Program Director is the advisor and meets with them at least twice per year (throughout the 5-semester program) to assist with course selection, review academic performance, and ensure that the student is performing according to expectations with supervised practice. For stand-alone interns, the Assistant Program Director will meet with individuals at least once, and more frequently as needed.

Additional assignments are included as part of NUTR 451, the weekly internship class. Interns are expected to meet expectations as outlined in the course syllabus to complete the internship program. The DI Faculty maintain a Google doc for all assignments related to the internship, including the due dates, and assigned ratings of Met or Exceeds. If an intern receives an initial rating of Not Met, that individual will be provided with feedback on their performance and given the opportunity to revise and resubmit the assignment until it meets expectations.

Remediation and Retention

The DI program faculty, in conjunction with preceptors, will review progression of all interns throughout the program. Preceptor and intern rotation evaluations must be submitted through Exxat within two weeks of completing the rotation. DI faculty regularly review these evaluations from preceptors, as well as weekly required intern blog posts, and time documentation logs. Review of these items focuses on assessing the intern's progress through the program with a focus on professional and ethical behavior, as well as the achievement of competencies. DI faculty also monitor intern performance in the weekly internship class, including written assignments which are graded by faculty.

If an issue is flagged by a member of the DI faculty or a preceptor that suggests that the intern may not successfully meet all requirements for completion of the program, the DI leadership team will schedule a meeting with the intern within one week. Upon the first flagged incident, DI faculty will work with the intern to clarify and/or resolve the issue, offering support and resources as needed. If a second issue is raised by another site/preceptor or a Simmons faculty member, DI faculty will again meet with the intern to clarify their view of the issue/incident. Depending on the issues in question, the faculty will issue a warning to the intern and determine next steps. If appropriate, the internship leadership will review the Disciplinary/Termination Procedures with the intern (see page 23). If a third incident occurs, a corrective action plan will be formulated, and the intern will need to adhere to the plan to continue moving forward in the program. If at any time an incident violates ethical/legal requirements of the program or violates the code of ethics for dietitians, the intern may be terminated immediately.

If an intern does not meet the criteria for progressing in the program, then the intern may be asked to remain past the 34 weeks until performance meets the criteria. If an intern's written work does not meet criteria, then the intern may be asked to revise their work for resubmission. Remedial instruction will be provided by DI faculty, preceptors, and/or university support services, as applicable.

If input from DI faculty and preceptors indicate that the intern is unlikely to be successful in the field of dietetics, then the intern will be counseled by the program director to pursue other professional opportunities associated with a nutrition degree. This may lead to dismissal of the intern from the program.

Note: A student may be asked to stay beyond the 34 weeks if, in the opinion of the DI program faculty, the student has not reached entry-level competence.

Scheduled ***supervised practice experiences must be completed within a two-year period***. This two-year period begins when the students start their supervised practice experiences. Factors that will be considered in determining if a student's experience must be lengthened include the following:

- Recommendations from a preceptor(s) involved in the student's experience.
- Recommendations from the DI program faculty.
- Student concerns about not being adequately prepared for an entry-level position in the field of dietetics.
- Incomplete or unsatisfactory student evaluations indicating sub-optimal entry level competence and/or sub-optimal demonstration of professional and ethical attributes.
- Inability of a facility or internship site to provide an adequate experience due to unforeseen circumstances.
- Personal circumstances that delay the completion of the internship experience in the allotted 34-week period.

Medical/Maternity Leave Policy

If it is determined that a student needs to take a leave of absence, they must complete appropriate paperwork required by the university. See this link for more information on voluntary and

involuntary leaves of absence as related to academic coursework:

<https://internal.simmons.edu/students/general/handbook/academic-policies/undergraduate/leave-of-absence>

For a leave of absence from supervised practice in the internship program, students can take up to an 8 week leave with the understanding that the time would need to be made up after the scheduled end of the internship program. Simmons University cannot guarantee that preceptors and/or a site would be available to supervise students; this would require an individualized request and approval. If more than 8 weeks are needed, the student must apply for an extended leave of absence (maximum of a one-year period). If the leave exceeds that period, then the student will automatically be withdrawn from the program and would need to reapply.

Injury or Illness Policy

The standard Simmons University Affiliation Agreement states that the affiliated sites shall have no responsibility for providing health services for the student interns. The only exception is that the affiliated sites shall provide emergency medical care to the interns if the need arises, but sites shall not be obligated to furnish medical and surgical services in the absence of an emergency. It is agreed that the charges for any treatment provided by the affiliated sites will be billed to the appropriate health insurance company covering the involved intern.

In instances when a student's physical health may be considered life threatening, the University will require that a student be evaluated by a physician or another appropriate medical professional. If the student refuses to be evaluated, the student will not be allowed to attend classes or their clinical sites. The student's parent/guardian/emergency contact person will be notified that the student is in a potentially dangerous situation.

In the case of non-life-threatening illness or injury, the student will have to make a rational decision as to whether they should attend their assigned rotation. Generally, site directors will ask that students remain at home until their major symptoms have resolved. The site director and the DI Program faculty must be notified of all absences and the reason for the absence. The absences would be made up later as determined by the site director and the student.

Insurance Requirements

Health insurance:

All interns must have health insurance to participate in the dietetic internship program. Students enrolled at Simmons University with at least $\frac{3}{4}$ -time status for financial aid purposes per semester are eligible to purchase student health insurance. Students enrolled for less than $\frac{3}{4}$ time status are not eligible for student health insurance and should apply through the Massachusetts's Health Connector for insurance if they do not have it through another resource:

<https://www.mahealthconnector.org>. Students must either purchase health insurance offered by Simmons (if eligible) or waive participation in the Simmons plan by demonstrating that they will be covered for the year by privately purchased insurance that is comparable to a Qualifying Student Health Insurance Plan (QSHIP).

Graduate student health insurance rates for the **2024-2025** school year can be found here: <http://www.simmons.edu/admission-and-financial-aid/student-financial-services/student-accounts/insurance/student-health-insurance-plan>

The deadline to enroll in or waive the Annual Student Health Insurance Plan for the 2024-2025 academic year is **September 15, 2024**

Note from the website: Failure to submit a waiver by the stated deadline will result in mandatory enrollment in the Simmons University Student Health Insurance Plan with no possibility of reversal or refund of the insurance cost.

Questions about medical insurance can be addressed to Student Financial Services at (617) 521-2001, or you can go to the Simmons website to get more information at this link: https://www.universityhealthplans.com/letters/letter.cgi?group_id=26

Professional Liability:

While at field sites, the student is covered under Simmons University's policy for Professional Liability.

- ***Health/Medical Services:***

Graduate students may elect to use the Simmons University Health Center by paying the Health Center Fee each semester or on a fee-for-service basis. See the following link for more information:

<https://www.simmons.edu/your-simmons/student-support-resources/health-center/services-information> or call the Health Center at (617) 521-1020.

Liability for Safety in Transit to or from Assigned Areas, Professional Liability

The student is expected to provide her/his own transportation to and from clinical practice sites. Liability is assigned to the individual student and is not the responsibility of the University. While in field sites, the student is covered under Simmons University's policy for Professional Liability.

Risk of Exposure

Participation in clinical/field placement carries with it certain risks of exposure to communicable diseases, including, but not limited to: Hepatitis B (“HBV”), Tuberculosis (“TB”), Human Immunodeficiency Virus (“HIV”), SARS-Cov-2 (Covid-19), and Ebola Virus. Prior to beginning field site placements, interns are asked to sign the Simmons University document “Field Education Affirmation and Acknowledgement of Risk”. By signing this affirmation, interns indicate their understanding that they may contract a communicable disease during clinical experiences, and that it is their responsibility to follow all policies and procedures designed to manage risks. These guidelines may come from local, state, or federal governments, as well as those of Simmons University. Interns are also expected to follow the policies and guidelines as indicated by the field site.

A student may elect to postpone returning to/entering clinical field site assignments due to concern regarding risk. However, if the intern decides to stop or delay a placement, there is no guarantee of an immediate replacement site which may delay graduation until all requirements are met.

Program Estimated Costs

<p style="text-align: center;"><u>Third party Services and Fees:</u></p> <p>Exxat is a company that Simmons University uses to help manage the submission and tracking of documents that are required in order for students to begin the internship. This includes screening for immunizations and health requirements. The total fee for all of the components is \$35, paid directly through the Exxat website.</p> <p>Castle Branch is a company that will be performing the CORI background checks. The total fee for this service is \$55.50, paid directly through the Castle Branch website.</p>
<p><i>Criminal Offense Record Information (CORI):</i></p> <p>The Simmons University Nutrition Program requires that all students enrolled in the Simmons University Dietetic Internship Program have a CORI (Criminal Offender Record Information) check performed prior to beginning their clinical experiences. The CORI check allows the Simmons University Nutrition Department to access conviction and pending criminal case data for the purpose of screening students participating in clinical programs where there is the potential for unmonitored access to vulnerable populations, including, but not limited to, children, the elderly, patients or disabled persons. Please see page 27 for official policy and appeals information.</p> <p>Occasionally, a site will have an intern repeat the background check. In this case, the cost is borne by the site.</p>
<p><i>Medical Clearance:</i></p> <p>All students accepted into the dietetic internship program must have all of their vaccinations up-to-date prior to the start of their first rotation. Accepted dietetic interns will be provided with a medical clearance form soon after they are accepted to the internship program which must be completed prior to the start of their rotations. This is to be completed via Exxat.</p>
<p><i>HIPAA/OSHA Testing:</i></p> <p>All students are required to complete the online HIPAA and OSHA training tests in Moodle with a passing score before they are allowed to begin the internship. Certificates of completion should be uploaded to the Exxat portal.</p>

- **Enrollment Fee:**

A non-refundable \$750 enrollment fee is required of students not currently enrolled in a Simmons program. This is to confirm their willingness to participate in the program for the selected time period. Deposits will be applied to the first semester bill.

- **Tuition Fee:**

Stand-alone DI track: Interns are required to pay a tuition fee equivalent to a total of 12 credit hours (9 credits from field work and 3 credits from graduate course work at Simmons University). Interns enroll for 6 credits in the fall (3 credits for NUTR 451A and 3 credits for NUTR 452) and 6 credits in the spring (6 credits for NUTR 451B).

MSDI track: Interns are required to pay for a total of 40-41 credit hours over the 5-semester program (9 credits from field work, and 31-32 credits from graduate course work, depending on whether the Research or Entrepreneurship track is chosen). Interns meet with the DI Program Director to plan their academic courses.

For the **2024-2025** school year, the cost per credit hour for Nutrition graduate programs is \$1,300.

The following link shows the overview of all the costs associated with each track (click on “Dietetic Internship Program”).

<https://www.simmons.edu/graduate/tuition-and-financial-aid/tuition-and-fees>

- **Student Activity Fee:**

An activity fee of \$125 per semester must be paid by all students participating in the dietetic internship program. This fee supports student activities and other program-related events.

- **Drug Testing, Fingerprinting, Lab Coat Costs:**

Drug testing is not mandatory for the Simmons dietetic internship but may be required by a specific site. If this is the case, that site will be responsible for administering the test.

Some sites require fingerprinting tests before the intern can start the rotation.

Typically, they will administer the testing but don't always pay for it. Simmons will reimburse interns for the cost; see Moodle page for the form and instructions for getting reimbursed.

Some acute care sites may require lab coats. Check with your preceptor.

Estimated cost: \$15-40

- **Cost of Living Considerations:**

- *Simmons University Graduate Housing:* There is no on campus housing provided for graduate students. The further out from the city you go, the less expensive rents will be. Keep in mind as you move further out, public transit becomes less

convenient. This link on the Simmons University website provides available off campus listings, as well as a service to match you with roommates:

<https://www.simmonsoffcampus.com/>

- *Local Public Transportation:* Students may purchase the MBTA Semester Transit Pass. The Fall Semester package includes 4 monthly passes (Sept-Dec). The Spring Semester Pass includes 4 monthly passes (Feb-May). Order forms for the discount Semester Pass are available at the Student Life Office or online at: <https://www.simmons.edu/maps-directions/parking/parking-commuter-students-faculty-and-staff/commuting-alternatives> For additional information on public transportation see the Massachusetts Bay Transit Authority (MBTA) web site at www.mbta.com.
- *Travel Costs for fieldwork:* Interns are responsible for their own travel to field sites. The DI faculty cannot guarantee that all assigned rotation sites will be accessible by public transportation, especially for those in the Treatment of Eating Disorder Concentration since many of our partnering facilities are located outside of Boston in the surrounding suburbs. It is strongly recommended that interns bring a car with them during their internship year to maximize opportunities for sites that match their interests. If it is not possible to bring a car, the intern is required to find their own transportation, which may include renting a car or using ride share services.
- *Parking at Simmons:* Check the Simmons parking website for more details at <https://www.simmons.edu/maps-directions/parking>
- *Parking Meters:* ~\$1.25 per hour
- *Gasoline:* \$2.00-\$4.00/gallon, self-serve, regular unleaded
- *Laundromat:* ~\$2-4 per load
- *Sales Tax:* No tax on groceries and clothing, 6.25% on all nonessentials.

Financial Aid

- Financial aid is available for all students based on need and merit. Need-based awards consist primarily of low-interest loans, grant money, and Federal Work-Study (for MSDI students). There are also outside loan programs to help supplement need-based assistance. State and National scholarship information is also available.
- The TERI Continuing Education Loan is available for those students enrolled only in the Dietetic Internship Program or the MEFA Loan for those in the MSDI program.
- Financial aid information for the university is found at this link: <http://www.simmons.edu/admission-and-financial-aid/student-financial-services>
Contact Student Financial Services by visiting them in the Main College Building A200 or call them at (617) 521-2001.
- Applicants for financial aid are advised to submit all application materials by March 1 for the upcoming summer and fall semesters.

Withdrawal from the Program

If a student withdraws from the Dietetic Internship Program after acceptance, they will lose their \$750 acceptance fee. All University expenses incurred by the student before withdrawal from the University must be paid in full prior to the release of an official transcript. Graduate students wishing to withdraw from the Dietetic Internship Program should complete a “Notice of Withdrawal from the University” form which is available from the Program Director (Lisa Brown, Dietetic Internship Program Director) or the Office of the Dean of the University. Students with loans and grants must write their intentions to withdrawal and submit them to the Office of Financial Aid. ***Students are urged to review the University’s refund policy before making a final decision.***

Refund of Tuition and Fees

The University’s general policy regarding tuition refunds to students is as follows:

- The University provides all instruction (to be paid for prior to the beginning of each semester) on an academic-semester basis. Tuition refunds are granted based upon the refund dates listed on the Fact Sheet in the Graduate Schedule of Classes for each semester which can be reviewed at: <http://www.simmons.edu/academics/academic-calendar>. The date that appears on the official Add/Drop Form filed with the Registrar is used to determine refund amounts. Refunds are granted on a prorated basis only after add/drop forms are filed.
- Students receiving federal financial assistance who withdraw from all their course work are subject to different rules. The philosophy of financial assistance programs is that the student is primarily responsible for paying University costs. Assistance is meant to bridge the gap between what the student can pay and the total cost of an education program. Any credit to the student’s account resulting from withdrawal from course work will be refunded to the financial aid programs first, then to the student if funds remain after all aid is repaid. If funds remain after all aid is repaid and the student has no outstanding financial obligation, any excess monies will be refunded to the student.
- The Application Fee, Tuition Deposit, Activity and Health Fees, and other fees are non-refundable. Questions regarding refunds should be directed to the Office of Student Financial Services Telephone: (617) 521-2001.

Prior Learning Credit

The Simmons University Dietetic Internship allows prior learning credit for qualified, post-baccalaureate work and volunteer experience that fills competencies related to community and/or food service rotations and hours. The full policy and application form are provided to interns upon request when they are matched to the internship. Up to half of the community rotation hours (8 weeks) and up to one hundred percent of the food service hours may be waived with prior learning credit. No prior learning credit will be given toward the clinical or Eating Disorder Concentration competencies or rotation time.

No prior learning credit will be awarded towards completion of class time required for NUTR 451A or 451B, or NUTR 452: Program Planning, Implementation, and Evaluation except for exemption from Nutrition 452 for students who have taken the course at Simmons University

within 10 years of beginning the internship.

Prior learning credit may be given for selected assignments in NUTR 451, at the discretion of the DI faculty.

Vacation, Holiday and Sick Time

Simmons MSDI interns follow the Simmons University Academic Calendar for their first year in the program. Second year MSDI interns, as well as stand-alone interns, follow a different schedule when completing the supervised practice portion of the program. The supervised practice segment of the internship consists of several supervised practice rotations that take place typically between the months of September and April. Interns follow a schedule laid out by the internship director and assistant director and do **not** always follow the official Simmons University Academic Calendar. The start and end dates, as well as the winter break schedule, are provided to all interns in the “Welcome Letter” sent out annually in May. The final rotation schedule is provided to each intern by the first day of orientation at the very latest.

There is a two-week vacation starting the last week in December. This vacation is not included in the 34-week period allotted to the program. Missed days can be made up during the vacation break if necessary, and if approved by the preceptor for that rotation.

Holidays: For any holidays that fall during the internship (other than those within the scheduled December/January break), students will observe the holiday schedule per their assigned rotation site.

Sick Time: Students who are ill must notify their preceptor **and** the DI program faculty. Any sick time in a rotation will be made up by the student at the preceptor’s discretion. Additionally, please note that some preceptors will have students make up Monday joint class days or early release days.

Time on Duty

A 36-hour week is planned for each rotation. The selected time on duty varies depending upon the rotation. Hence, occasional weekends or non-traditional hours (for example, 11 a.m. to 7 p.m. or 6 a.m. to 2 p.m.) may be expected during rotations. Preceptors are notified by DI faculty that interns often need to be excused for weekly internship classes, joint class days with other Boston area internship programs, as well as other internship obligations.

Outside Commitments

We understand that interns often have commitments outside of the internship, such as part time jobs, regular medical appointments and/or family obligations. However, it is the expectation of the program that internship commitments should be the first priority. This includes rotation time on duty (as determined by the site) and internship classes. We recognize that unexpected situations might occur. In these cases, interns must discuss the conflict with the DI faculty to create a plan.

Dress Code

Professional dress is expected. Remember that you are representing the dietetics profession as well as yourself, so please use your best judgement and thoughtfully consider how your style of dress might be offensive or inappropriate in a work setting. It is recommended that you check with each of your assigned rotation sites regarding their specific dress code policy and be prepared to adhere to those guidelines. Sometimes there are specific requirements, such as a food service rotation requiring that students wear closed toed shoes. Check with your clinical site preceptor to see if you will need to wear a full-length white laboratory coat. Policies on attire set by the site/agency take precedence over those set by the internship. If students have questions or are unsure about what is "professional dress", they should talk to the DI faculty.

Supervised Practice Documentation of Hours

Interns keep track of their hours spent at rotations using a shared Google sheet that can also be viewed by DI faculty throughout the program. DI Faculty will provide interns with estimates of hours that can be used from additional experiences completed in NUTR 452 and NUTR 451, as well as case studies, simulations, and role plays practiced throughout the internship. Interns are reminded to include any additional hours approved by DI Faculty in accordance with the Simmons Prior Learning Credit Policy. Interns turn in the final log of their hours at the exit interview at the end of the internship. Interns are informed that the internship might need to be extended if they have not met the minimum 1000 hours by the end of the internship.

Disciplinary/Termination Procedures

The DI program faculty will review the records of any students progressing unsatisfactorily and may take any of the following actions:

- ***Exclusion from the Program:***
‘Exclusion’ shall mean the student is required to withdraw from the program.
- ***Probation:***
‘Probation’ shall mean that the student may remain in the Program, under warning for one month, with review and further action by the Program Director at the end of that month. The student’s file shall bear the notation of probation only while the student is in probation.
- ***Letter of Warning:***
A ‘Letter of Warning’ may be sent to a student whose progress is marginal.
- ***No Action:***
The term ‘No Action’ indicates that a student remains in good standing.

Simmons University has an extensive policy in the graduate student handbook titled **Academic Exclusion, Suspension & Dismissal** (See Part II of the Simmons University Policies and Procedures, located on page 30 of this document).

Intern Learning and Compensation

During supervised practice rotations, Simmons interns must **not** be used to replace employees. Interns are encouraged to notify DI faculty immediately if this policy is not being followed at the site.

Simmons dietetic interns are not offered compensation as part of the internship.

A dietetic intern may not be professionally employed nor seek employment in a professional capacity at any of their field sites during the time of their internship rotation at that site. This includes weekends. A dietetic intern may be professionally employed at a clinical, foodservice, or community field site during the internship *as long as they are not actively interning at the same time* of their employment. There must be a complete separation between hours spent in supervised practice and paid experience.

Complaint Policy for the Dietetic Internship Program

If interns have a complaint about the program, they are encouraged to first discuss it with the DI faculty. If this is not possible, or if the situation requires additional escalation, interns are advised to contact the Chair of the Nutrition Department and/or the Dean of the College of Natural, Behavioral and Health Sciences (SSHP). Simmons also has a general grievance policy for graduate students (see page 28 of this document).

If interns have a complaint regarding the operation of the Simmons University Dietetic Internship program in relation to the program's compliance with the accreditation/approval standards, they should contact the Accreditation Council for Education in Nutrition and Dietetics (ACEND). It is recommended that this step be taken after all other options within the program and institution have been exhausted.

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) can be contacted by email at: ACEND@eatright.org, or by mail: 120 South Riverside Plaza, Suite 2190, Chicago Illinois, 60606-6995 or by phone at 800-877-1600 extension 5400.

The ACEND web site can be accessed at www.eatright.org/acend.

ACEND is interested in the sustained quality and continued improvement of dietetics education and programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion, or dismissal of faculty, staff or students.

For more information about filing a complaint with ACEND, see this link:

<https://www.eatrightpro.org/acend/public-notice-and-announcements/filing-a-complaint-with-acend>

Preceptor Selection

The Simmons University Nutrition Department selects affiliations that support the mission and goals of the Program. Once a potential site and/or preceptor have been identified, the Assistant Director will typically make the initial contact. As part of the vetting process, preliminary discussions are conducted with all new affiliating preceptors to ensure that students would receive the type of experience expected and supervision required, and to assess the affiliating preceptor's willingness to complete written student evaluations. In addition, the vetting process includes ensuring that the agency has adequate staffing to support intern supervision. Once the affiliation agreement has been signed by both parties, an initial orientation and ongoing training are provided to the agency by the internship faculty through a combination of powerpoint presentations, telephone or video meetings, site visits, and email communication.

Interns are not required to secure their own site placements or preceptors except for their final elective "professional practice" week(s) scheduled for the end of the internship. If an intern has identified a site or preceptor which has not previously affiliated with the Simmons DI Program, the Assistant Director will initiate the standard vetting process. Only domestic sites and preceptors are used.

The Assistant Director communicates with established preceptors regularly throughout the year. Scheduling conversations start in May and June. Final rotation schedules are completed and verified with preceptors at the end of August. At this time, preceptors are provided with the training powerpoint, class schedule, the evaluation forms for that rotation type, and the preceptor qualifications form (with a request to fill it out and send it back). Additional check-ins are initiated during an intern's rotation for all new preceptors or if a preceptor indicates that they need additional support working with an intern. The internship faculty may contact a preceptor after a rotation is completed if the intern's site evaluation raises concerns or suggestions for improvements.

Twice each year, all preceptors are emailed the DI program newsletter (fall and spring) and are invited throughout the year to any relevant educational opportunities offered by Simmons University.

The internship is designed to prepare interns for entry-level positions in the dietetics field. For this reason, Simmons arranges fieldwork sites which provide maximum educational benefits to interns. This includes fieldwork sites at which students will **not** be used to replace employees. If an intern feels that he/she is continually being used to replace employees, then the intern is asked to discuss this with the internship faculty who will investigate and determine appropriate action.

Preceptor Requirements and Affiliation Agreements

The primary supervisor at each site must be either a registered dietitian, appropriately credentialed or have equivalent professional experience, such as food service managers, and must be employed by the affiliating institution. It is also highly encouraged that the faculty to student ratio at the affiliations is one to one, although exceptions may be made if it is determined that the experience is conducive to two interns completing the same rotation in tandem. A copy of all the preceptors' resumes and/or documentation of qualifications are kept on file in the Nutrition Department.

Preceptors are contacted and provided with the competencies and sample experiences appropriate to the rotation. The Assistant DI Director reviews the responsibilities for providing appropriate experiences. Preceptors must agree to supervise students and give formative and summative feedback in a timely manner. If a preceptor agrees to meet these expectations an affiliation agreement is sent to the preceptor for review and is signed by the appropriate individual within the organization.

Throughout the internship program written and oral communication will be conducted with affiliating preceptors to ensure that they are providing entry-level dietetic skills as determined by the competencies set forth by ACEND. Furthermore, it is a policy of the Simmons University Dietetic Internship Program to obtain sites that can provide a variety of community-oriented experiences that encompass diverse ethnic, cultural, economic, political, and age-specific populations. This will ensure that students are prepared for the multitude of community-based employment opportunities available to dietitians.

Contractual agreements between Simmons University and the affiliating agencies are required for all rotations and are managed by the Assistant DI Director. The only exception to this policy is when a rotation takes place on the Simmons campus, in which case an affiliation agreement is not needed.

The standard affiliation agreement has been approved by the Office of the Provost after consultation with the General Counsel's office. This agreement delineates the rights and responsibilities of Simmons University and the affiliating agency, as well as the purpose of the affiliation. If an agency requires a different affiliation agreement, it must be approved by the General Counsel office.

Signed affiliation agreements are kept on file in the Assistant DI Director's office as hard copies, as well as electronically in the Nutrition Department drive. Both Simmons University and the affiliating agency will have a signed copy of the contract. Affiliation agreements do not have termination dates but may be terminated at any time by either party.

Annually, the Assistant DI Director will make sure that all associated field site paperwork is up to date as intern schedules are being finalized over the summer (this includes Affiliation Agreements and preceptor qualifications forms). New paperwork will be initiated for any new sites or preceptors and updated for any sites that have had significant changes.



Department of Nutrition

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Simmons University Nutrition Department CORI Policy

Where Criminal Offender Record Information (CORI) checks are part of a general background check for employment, volunteer work or licensing purposes, the following practices and procedures will generally be followed.

I. CORI checks will only be conducted as authorized by the Criminal History Systems Board (CHSB). All applicants will be notified that a CORI check will be conducted. If requested, the applicant will be provided with a copy of the CORI policy.

II. An informed review of a criminal record requires adequate training. Accordingly, all personnel authorized to review CORI in the decision-making process will be thoroughly familiar with the educational materials made available by CHSB.

III. Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on CORI checks will be made consistent with this policy and any applicable law or regulations.

IV. If a criminal record is received from CHSB, the authorized individual will closely compare the record provided by CHSB with the information on the CORI request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.

V. If the Simmons University Nutrition Department is inclined to make an adverse decision based on the results of the CORI check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the organization's CORI policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the CORI record.

VI. Applicants challenging the accuracy of the policy shall be provided a copy of CHSB's ***Information Concerning the Process in Correcting a Criminal Record***. If the CORI record provided does not exactly match the identification information provided by the applicant, Simmons University Nutrition Department will make a determination based on a comparison of the CORI record and documents provided by the applicant. The Simmons University Nutrition Department may contact CHSB and request a detailed search consistent with CHSB policy.

VII. If the Simmons University Nutrition Department reasonably believes the record belongs to the applicant and is accurate, based on the information as provided in section IV on this policy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to the following:

- (a) Relevance of the crime to the position sought;
- (b) The nature of the work to be performed;
- (c) Time since the conviction;
- (d) Age of the candidate at the time of the offense;
- (e) Seriousness and specific circumstances of the offense;

- (f) The number of offenses;
- (g) Whether the applicant has pending charges;
- (h) Any relevant evidence of rehabilitation or lack thereof;
- (i) Any other relevant information, including information submitted by the candidate or requested by the hiring authority

VIII. Simmons University Nutrition Department will notify the applicant of the decision and the basis of the decision in a timely manner.

CORI Appeals Process for Employees (Students):

Before making a finding of unsuitability to review CORI based on an employee's criminal history, the Administrator shall provide the individual with the opportunity to dispute the accuracy and relevance of the CORI. The Administrator will notify said employee of the potential adverse decision and provide the individual with the following:

- (a) A copy of the CORI;
- (b) A copy of this policy;
- (c) The CHSB's Information Concerning the Process for Correcting a Criminal Record and the CHSB's Information Concerning the Process on How to Establish Yourself as a Victim of Identity Theft for CORI Purposes;
- (d) The Administrator will identify the parts of the criminal record that appear to make him/her ineligible; and
- (e) An opportunity to dispute the accuracy and relevance of the CORI.

An employee seeking to exercise the opportunity to dispute the accuracy of the CORI may submit a statement to the Administrator specifying the information he or she believes is inaccurate. The statement must include any documentation the individual has to support the claim. The administrator may contact the CHSB for assistance with disputes as to accuracy.

An employee seeking to exercise the opportunity to dispute the relevance of the CORI must submit a statement to the Administrator describing why he or she believes the CORI does not affect his or her ability to effectively administer the CORI process in compliance with all applicable laws and regulations.

The administrator may request additional information from the individual and/or assistance from the CHSB in this process. Upon receipt of all information, the administrator will review the request and inform the individual of the final decision in writing. The administrator shall document all steps taken to comply with this process and must be able to provide this information to the CHSB upon request. Documentation must be maintained for a period of two years.

From: Criminal History Systems Board Policy for Administrator's conducting CORI checks of Agency Submitters

SIMMONS UNIVERSITY
DIETETIC INTERNSHIP PROGRAM
Code of Ethics for the Profession of Dietetics

CODE OF ETHICS
FOR THE PROFESSION OF DIETETICS

The Academy of Nutrition and Dietetics and its Commission on Dietetic Registration have adopted a voluntary, enforceable code of ethics. This code, entitled the Code of Ethics for the Profession of Dietetics, challenges all members, registered dietitians, and dietetic technicians, registered, to uphold ethical principles. The enforcement process for the Code of Ethics establishes a fair system to deal with complaints about members and credentialed practitioners from peers or the public.

More information can be found at:

<https://www.eatrightpro.org/practice/code-of-ethics/code-of-ethics-for-the-nutrition-and-dietetics-profession>

Simmons University DI Policy on Ethical Behavior:

The dietetic intern will protect confidential information on any given patient in any setting (community, food service, clinical). The dietetic intern will demonstrate an understanding of HIPAA privacy and security guidelines through completion of a HIPAA training and quiz on the Moodle course page prior to starting the internship.

Violation of HIPAA in any rotation could result in termination of the rotation, exclusion from the program, and/or probation status. Termination of a rotation could lead to a delay in completion of the internship, receiving the verification statement and sitting for the RDN exam. If the dietetic intern were to be an employee where the violation occurred, termination of their job, receiving a fine and potentially jail sentencing could occur. The dietetic intern should understand that a violation of HIPAA will not only reflect upon themselves but also their program.

SIMMONS UNIVERSITY POLICIES

I. Notice of Non-Discrimination and Grievance Procedures

Chartered in 1899 and opened in 1902, Simmons University is first and foremost an academic community whose primary goals are to prepare women and men to be well informed, open-minded, and sensitive to values. To attain these goals we seek to create an atmosphere within which students may learn to become actively engaged members of society and to develop the resources to lead rich personal lives. We hope to achieve these goals through an active and continuing exchange of ideas among students and faculty and the general University community. To ensure that these goals are attained, Simmons has committed itself to the following principles: Simmons University supports the principle and spirit of equal employment opportunity for all persons, based on each individual's qualifications and fitness. In accordance with applicable law, the University administers its employment and personnel policies without regard to race, color, religion, disability, national origin, ancestry, gender, age, sex, sexual orientation, or veteran's status.

Simmons University administers its educational programs and activities in accordance with the requirements and implementing regulations of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and Title III of the Americans with Disabilities Act of 1990.

Simmons University strives to ensure that all decisions concerning hiring and promotion of faculty and staff, or the educational process of students, are based on considerations appropriate to an academic institution and not on factors such as race, color, gender, sexual orientation, religion, age, national origin, ancestry, disability, or veteran's status.

Furthermore, Simmons University is committed to creating an atmosphere within which the diversity of its members' individual roles meets with understanding, respect, and encouragement, and where discrimination and harassment by any member of the faculty, staff, or student body against any other will be condemned and redressed. The University does not tolerate sexual harassment of employees or students.

If you have a complaint about unlawful discrimination or harassment and if you are a student, you should bring your concerns to the dean of your school or to the dean for student life. If you have a complaint about unlawful discrimination or harassment and you are an employee, you should bring your concern to the attention of the director of human resources. Complaints or inquiries concerning the University's policies and compliance with applicable laws, statutes, and regulations may also be directed to the University president's office, or to the University's General Counsel Office <http://internal.simmons.edu/faculty-staff/general/general-counsel>. Your complaint should contain your name and address so that we can contact you and give a brief description of the actions you believe to be unlawful. You should bring your complaint in a timely manner, usually no later than 60 days after you become aware of the alleged violation. The president or appropriate University officer (or his or her designee) will conduct an investigation and issue a written decision on the complaint, ordinarily within 45 days.

II. Academic Exclusion, Suspension & Dismissal, Code of Conduct

Simmons University policies pertaining to student codes of conduct, academic progress, standing, termination, and re-admittance can be found in the Simmons University student handbook:

<https://www2.simmons.edu/documents/students/Simmons-University-Student-Handbook.pdf>

found at this webpage:

<https://internal.simmons.edu/students/student-affairs/mission-vision-values-and-goals/code-of-conduct>

In the event of a perceived disagreement with program personnel, a student should first make the effort to resolve the disagreement with the particular faculty. If resolution is not forthcoming, the student may then discuss the issue with the Program Director. In the rare instance where the problem is still unresolved to the satisfaction of the student, the matter may be referred to the SSHP Office of the Dean by either the student or the Program Director.

Exclusion policy for graduate students

A student will be excluded

- If she/he receives grades below minimum requirement in more than two courses designated by the student's program.
- If she/he fails to obtain the required minimum grade or better in a repeated course.
- For demonstrating behavior that is grossly or consistently illegal, unethical, or unprofessional as determined by each department's or program's faculty.
- If she/he verbally or physically threatens anyone within the university setting or within the practice setting.

Exclusion status will be noted on the student's transcript.

Readmission of Excluded Graduate Students

A student who has been excluded can appeal their exclusion if they can provide additional information and documentation of extenuating circumstances. They shall be considered for readmission only when they submit substantial evidence of an ability to successfully complete the academic program. Department or program faculty will determine the conditions of readmission and continuance. An excluded student wishing to return must formally reapply through the SSHP Office of Admission by the appropriate department or program admission deadline date. If readmitted, an excluded student may be required to meet new department or program expectations and requirements, instituted during her/his time of exclusion, and must have satisfied all previous financial obligations to the University.

III. Academic Honesty

Simmons University Honor System and Academic Integrity

Simmons University has a policy on Honest and Academic Integrity found at this link:

<https://internal.simmons.edu/students/academics/academic-integrity#:~:text=A%20commitment%20to%20Academic%20Integrity,International%20Center%20of%20Academic%20Integrity>

All academic work submitted is expected to be the original work of the author. Proper citation of another's ideas or work is required. Copying documentation from any source is a form of academic dishonesty. Students are expected to acknowledge any collaboration in all work in an acceptable manner. Students citing ideas other than their own or stating information verbatim need to include quotations and the source cited. Consequences of academic dishonesty, including plagiarism, may include non-acceptance of the work submitted, written reprimand, or a failing grade in the course.

IV. Student Emergencies

In instances when a student's physical health may be considered life threatening, the University will require that a student be evaluated by a physician or other appropriate medical personnel. If the student refuses to be evaluated, the student will not be allowed to stay in residence or attend classes. The student's parent/guardian/emergency contact person will be notified that the student is in a potentially dangerous situation.

University Response to Endangering Behavior/ Involuntary Leaves of Absence

Simmons University is committed to the safety and well-being of its community members and to the integrity of the learning environment. Our goals therefore are to maintain the health and safety of each individual in our community and to enable all enrolled students to participate fully in the life of the University. We recognize that from time to time, students may take a voluntary leave of absence from their studies as a result of medical or mental health issues or other personal matters that compromise their ability to continue in an academic program. However, in instances in which a student whose mental/emotional or medical health condition poses a threat to themselves and/or others or cause significant disruption to the educational activities of the University community and they have not taken a voluntary leave, such students may be required to take a leave of absence from the University.

In such circumstances, the Associate Dean for Student Life or designee may require a student to undergo a psychological and/or medical evaluation in order to make an informed assessment regarding the student's fitness required for university life. This evaluation can be conducted by a member of the University's clinical staff, or by a student's external health care provider who is providing ongoing healthcare to the student. If an external provider is used, the student will be required to sign a release giving permission to the University's designated clinical personnel to speak with her/his evaluating health care provider and to allow for the release of any relevant medical reports as part of the evaluation process.

If the student chooses not to submit to an evaluation or to allow for a release of information following an evaluation, this may result in a required leave of absence and if applicable, an immediate removal from the residence halls. If, following the evaluation, a leave is deemed unnecessary the Associate Dean for Student Life or designee may impose other conditions and/or requirements which the student would be required to comply with as a condition of continued enrollment at the University.

Examples of behaviors that may necessitate such an evaluation include but are not limited to:

- unresolved, ongoing or serious suicidal threats, or behavior indicating a student's inability to care for oneself
- disordered eating including self-starvation, bingeing or purging which may be life-threatening in nature and/or adversely affects the surrounding community

- evidence of chronic and/or serious alcohol or drug involvement
- serious threats made to others or articulating serious threats to others within or external to the Simmons community
- instances in which a student engages in inappropriate behavior where a contributing factor is failure to follow a prescribed medical or psychological treatment plan, which may include a prescription regime
- instances of inappropriate behavior that cause a chronic, inordinate use of university resources, including but not limited to staff time, psychological services, medical services, and/or emergency services, thereby causing an undue burden to the University

In instances when an involuntary leave is considered, wherever possible the University will encourage the student to take a voluntary leave of absence, thereby aiding in the preservation of the student's privacy and confidentiality. In any instance in which a leave is required, the Associate Dean for Student Life or designee will provide written notice to the student, including the specific requirements that must be met as a condition of eligibility for re-enrollment. In most instances, the parent(s) or guardian(s) of the student will be included in this notice. Students are strongly encouraged to discuss the need for a voluntary or involuntary leave with their parent(s) or guardian(s) prior to and during the leave process.

The duration of the leave is typically no fewer than two semesters, although the specific length of the leave will be determined by the Associate Dean or designee on a case-by-case basis. When a student takes a leave before the end of a semester, whether voluntary or involuntary, Simmons' usual tuition and residence hall refund schedule applies.

V. Policy for Return to University for Students Hospitalized for Mental Health Reasons

Simmons University students who are not on leave and have been hospitalized for mental health reasons are required to have a clearance interview with the consulting psychiatrist for the University Counseling Center, prior to their return to the University. They are also required to sign an authorization form that enables the hospital or treatment facility to release information necessary for the clearance interview. Following the interview, the consulting psychiatrist will make a recommendation to the Associate Dean for Student Life or designee regarding the student's readiness to return.

As a condition of continued enrollment and, if applicable, as a condition of re-admittance to the residence halls, the following criteria must be met:

- 1) The consulting psychiatrist must find that the student is sufficiently stable to meet academic requirements and, if applicable, capable of observing the community standards of residential life.
- 2) The student must commit to follow a recommended and established treatment plan.
- 3) The student and the consulting psychiatrist in conjunction with all relevant health care providers must establish and agree upon a plan for continuing safety after return to university.

In the event that the student chooses to leave the hospital against medical advice without extenuating circumstances which are communicated to the Associate Dean or designee, or has not met the above mentioned criteria, it is possible that she/he may be compromising her/his health and subsequent re-entry to the University. As a result, the student may be required to take a leave of absence for a period deemed appropriate by the University.

If the student chooses to take a leave of absence because of a hospitalization for mental health reasons, the Associate Dean or designee will assist with processing the leave, and the student

will be required to meet with the consulting psychiatrist for a re-entry/clearance interview as a condition of returning to the University. Following a successful clearance interview, the student will meet with the Associate Dean for Student Life or designee to establish a plan for return to the University and to identify community resources as appropriate.

VI. Procedure to Respond to Bias-Related Incidents

Bias-related harassment may be defined as conduct that has the purpose or effect of unreasonably interfering with an individual's or group's performance or environment or creating an intimidating, hostile, or offensive working, learning, or living environment. Bias-related harassment is based on an individual's or group's religion, ethnicity, race, color, nationality, gender, sexual orientation, disability, or age.

Simmons University is committed to maintaining a respectful and welcoming living and learning environment for all students, faculty, and staff. Any individual found engaging in acts of harassment or bias will be held accountable to the fullest extent possible.

This link provides a description of the Bias Response protocol at Simmons, as well as how to report an incident.

<https://whocanhelp.simmons.edu/concern/report-a-bias-incident-report#:~:text=Bias%20Incident%20Reporting,or%20improper%20behavior%20through%20EthicsPoint>.

In any bias-related situation, University staff members and public safety officers will take appropriate steps to maintain confidentiality of the student(s) involved; however the law requires any staff member responding to an incident of this nature to file a report describing the basic details of the incident without including the names of students involved.

Any bias-related incident affects both the students who are directly involved and the entire Simmons community. Such matters will be addressed on a community level through various educational means to help create and maintain a respectful and welcoming living and learning environment for all members of the Simmons University community.

VII. Family Educational Rights and Privacy Act of 1974

The University's practice in regard to student record-keeping is based on the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974 (the Buckley Amendment), and is intended to be a safeguard against the unauthorized release of information. This act applies to all enrolled students, former students, and alumni. It does not apply to applicants seeking admission into an institution. Please refer to the university handbook

<https://www.simmons.edu/academics/registrar/privacy-student-records>

Upon completion of the supervised practice component of the program, all graduates will be able to demonstrate the following competencies:

2022 Competencies/Learning Outcomes for Dietetic Internship Programs	
<i>Competency Number</i>	<i>Description of the Competency</i>
<i>CRDN 1.1</i>	Select indicators of program quality and/or customer service and measure achievement of objectives.
<i>CRDN 1.2</i>	Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.
<i>CRDN 1.3</i>	Justify programs, products, services and care using appropriate evidence or data.
<i>CRDN 1.4</i>	Conduct projects using appropriate research or quality improvement methods, ethical procedures, and data analysis utilizing current and/or new technologies.
<i>CRDN 1.5</i>	Incorporate critical-thinking skills in overall practice.
<i>CRDN 2.1</i>	Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.
<i>CRDN 2.2</i>	Demonstrate professional writing skills in preparing professional communications.
<i>CRDN 2.3</i>	Demonstrate active participation, teamwork and contributions in group settings.
<i>CRDN 2.4</i>	Function as a member of interprofessional teams.
<i>CRDN 2.5</i>	Work collaboratively with NDTRs and/or support personnel in other disciplines.
<i>CRDN 2.6</i>	Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
<i>CRDN 2.7</i>	Apply change management strategies to achieve desired outcomes.
<i>CRDN 2.8</i>	Demonstrate negotiation skills.
<i>CRDN 2.9</i>	Actively contribute to nutrition and dietetics professional and community organizations
<i>CRDN 2.10</i>	Demonstrate professional attributes in all areas of practice.
<i>CRDN 2.11</i>	Show cultural humility in interactions with colleagues, staff, clients, patients and the public.
<i>CRDN 2.12</i>	Implement culturally sensitive strategies to address cultural biases and differences.
<i>CRDN 2.13</i>	Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.

CRDN 3.1	Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.
CRDN 3.2	Conduct nutrition focused physical exams.
CRDN 3.3	Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation).
CRDN 3.4	Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.
CRDN 3.5	Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.
CRDN 3.6	Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.
CRDN 3.7	Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.
CRDN 3.8	Design, implement and evaluate presentations to a target audience.
CRDN 3.9	Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
CRDN 3.10	Use effective education and counseling skills to facilitate behavior change.
CRDN 3.11	Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
CRDN 3.12	Deliver respectful, science-based answers to client questions concerning emerging.
CRDN 3.13	Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
CRDN 3.14	Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.
CRDN 4.1	Participate in management functions of human resources (such as training and scheduling).
CRND 4.2	Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.
CRDN 4.3	Conduct clinical and client service quality management activities (such as quality

	improvement or quality assurance projects).
CRDN 4.4	Apply current information technologies to develop, manage and disseminate nutrition information and data.
CRDN 4.5	Analyze quality, financial and productivity data for use in planning.
CRDN 4.6	Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.
CRDN 4.7	Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
CRDN 4.8	Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
CRDN 4.9	Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.
CRDN 4.10	Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).
CRDN 5.1	Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement
CRDN 5.2	Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.
CRDN 5.3	Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
CRDN 5.4	Advocate for opportunities in the professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).
CRDN 5.5	Demonstrate the ability to resolve conflict.
CRDN 5.6	Promote team involvement and recognize the skills of each member.
CRDN 5.7	Mentor others
CRDN 5.8	Identify and articulate the value of precepting.

Community Nutrition Competencies (CNC) for Entry-Level Dietitians	
<i>Community Nutrition, Health Promotion</i>	<i>Description of the Competency</i>

<i>and Wellness Competency</i>	
<i>CNC 1</i>	Create a comprehensive logic model for a community-based nutrition program.
<i>CNC 2</i>	Perform a comprehensive assessment of nutrition and health-related needs for a community organization.
<i>CNC 3</i>	Describe barriers and facilitators to achieving nutritional adequacy for food insecure individuals eligible for Federal assistance.
<i>CNC 4</i>	Analyze Diversity, Equity, Inclusion, and Belonging (DEIB) related policies in community-based nutrition programs and make recommendations.

OR

Treatment of Eating Disorders Competencies (ED) for Entry-Level Dietitians	
<i>Treatment of Eating Disorders</i>	<i>Description of the Competency</i>
<i>ED 1</i>	Demonstrate an understanding of the psychology behind eating disorders
<i>ED 2</i>	Utilize an understanding of the food, weight or body image issues to appropriately tailor all contact with eating disorder patients/clients and their families.
<i>ED 3</i>	Demonstrate an understanding and ability to utilize counseling and/or psychology techniques with eating disorder patients/clients.
<i>ED 4</i>	Gain an understanding of the medical complications of eating disorders and the manifestation of these issues.
<i>ED 5</i>	Develop an understanding of how to create and participate in a fully functioning treatment team model which consists, at minimum, of a primary care doctor, psychotherapist, and Registered Dietitian Nutritionist (RDN).
<i>ED 6</i>	Describe the relationship between food insecurity and disordered eating behaviors and identify appropriate interventions tailored to food insecure individuals.

Simmons University
CRDN Curriculum Map (Required Elements 3.1/3.2)
Supervised Practice Rotations Aligned with Core Competencies for the RDN (DI, ISPP)

Background: The CRDN Curriculum Map is used to identify the rotations in which students are being taught ACEND Core Competencies (CRDN).

Rotations	CR	CR	CR	CR	CR												CR	CR	CR	CR				
	DN	DN	DN	DN	DN		CR	CR	DN	DN	DN	DN												
	1.1	1.2	1.3	1.4	1.5		2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	0	2.1	2.1	2.1	2.1				
Clinical/Acute Care (360 hours)	x	x			x		x			x	x	x	x	x		x	x	x						
Food Service (144 hours)	x		x				x	x	x		x		x	x		x	x	x						
Community/ED (576 hours)	x		x				x	x	x	x		x				x	x	x						
NUTR 452 (126 hours)			x	x				x	x						x		x							
NUTR 451 (89 hours) and NUTR 451 Lab (56 hours)		x												x	x						x			

Rotations	CR DN 3.1	CR DN 3.2	CR DN 3.3	CR DN 3.4	CR DN 3.5	CR DN 3.6	CR DN 3.7	CR DN 3.8	CR DN 3.9	CR DN 3.1 0	CR DN 3.1 1	CR DN 3.1 2	CR DN 3.1 3	CR DN 3.1 4		CR DN 4.1	CR DN 4.2	CR DN 4.3	CR DN 4.4	CR DN 4.5	CR DN 4.6	CR DN 4.7	CR DN 4.8	CR DN 4.9	CR DN 4.1 0
Clinical/Acute Care (360 hours)	x	x	x	x	x	x	x	x	x	x		x						x	x					x	x
Food Service (144 hours)									x		x	x	x	x		x	x	x	x	x	x		x		x
Community/ED (576 hours)	x						x	x	x	x	x	x		x			x	x	x	x	x			x	
NUTR 452 (126 hours)																						x	x		
NUTR 451 (89 hours) and NUTR 451 Lab (56 hours)				x																				x	

Rotations	CR DN 5.1	CR DN 5.2	CR DN 5.3	CR DN 5.4	CR DN 5.5	CR DN 5.6	CR DN 5.7	CR DN 5.8																	
Clinical/Acute Care (360 hours)																									
Food Service (144 hours)																									
Community/ED (576 hours)																									
NUTR 452 (126 hours)					x	x																			
NUTR 451 (89 hours) and NUTR 451 Lab (56 hours)	x	x	x	x			x	x																	

Community Nutrition Concentration (CNC)				
	CNC 1	CNC 2	CNC 3	CNC 4
Rotations				
Community/ED (576 hours)				x
NUTR 452 (126 hours)	x	x		
NUTR 451 (89 hours)			x	

Treatment of Eating Disorders Concentration (ED)						
	ED 1	ED 2	ED 3	ED 4	ED 5	ED6
Rotations						
Inpatient and/or Residential Eating Disorder Facility (144 hours)	x	x	x	x	x	
Outpatient Eating Disorder Clinic, Program or Practice (144 hours)	x	x	x	x	x	
NUTR 451 (89 hours)						x

**SIMMONS UNIVERSITY
DIETETIC INTERNSHIP PROGRAM
Clinical/Acute Care Rotation
Program Competencies and Planned Experiences**

Simmons University Dietetic Internship Program Program Competencies, Planned Experiences and Evaluation

Student's Name _____

Preceptor's Name and Facility Name _____

Note: Competencies with (*****) must be met in this rotation

Competency 2022	Examples of Planned Experience	Actual Activities	Evaluation
<p>CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.</p>	<p>1. Perform a past chart audit to analyze practice efficacy such as:</p> <ul style="list-style-type: none"> ● Malnutrition diagnosis rates in RDs compared to MDs. ● Nutrition consult triggers vs nutrition consults ordered. ● Compare trends in patient census and patient acuity rates. ● Supplement orders vs supplement acceptance 		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>CRDN 1.2: Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.</p>	<p>1. Develop a case study on at least one patient seen in an acute care facility.</p> <p>2. Utilize emerging research and science-based evidence when providing treatment recommendations for this patient.</p>		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>

<p>CRDN 1.5: Incorporate critical-thinking skills in overall practice.</p>	<ol style="list-style-type: none"> Determine nutrition risk level of patients based on clinical presentation, nutrition diagnoses and/or hospital policy. Prioritize daily patient load based on nutrition risk criteria, time-sensitivity of nutrition prescription and team needs. Prioritize nutrition care plans based on the most urgent nutrition problems and within the scope of the typical hospital inpatient stay. 		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p> <hr/>
<p>CRDN 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.</p>	<ol style="list-style-type: none"> Review the <i>Code of Ethics for the Profession of Dietetics</i> located in the student handbook. Demonstrate behavior consistent with <i>The Code of Ethics for the Profession of Dietetics</i>. Interns must complete the online HIPAA certificate training before the start of rotations. 		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p> <hr/>
<p>CRDN 2.4: Function as a member of interprofessional teams.</p>	<ol style="list-style-type: none"> Present and discuss nutritional recommendations for one-patient during an interprofessional care plan meeting or rounds on an assigned medical unit. Attend interprofessional team meeting and participate as the nutrition representative. 		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p> <hr/>
<p>CRDN 2.5*****: Work collaboratively with NDTRs</p>	<ol style="list-style-type: none"> Relay information to NDTRs such as patient food preferences, floor stock needs, requests for scheduled snacks 		<p>Student - Mid 1 2 3</p> <hr/>

<p>and/or support personnel in other disciplines.</p>	<p>and supplement prescriptions. 2. Shadow another discipline during a nutrition-related treatment such as a swallow evaluation (SLP), functional strength assessment (OT/PT) or self-feeding assessment (OT/PT).</p>		<p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</p>	<p>1. Appropriately refer or recommend referral for available services beyond the inpatient RD scope such as PT, OT, Psych, social work, case management, Medical specialists (nephrology, GI, pulmonary, etc) outpatient RD, etc.</p>		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>CRDN 2.7: Apply change management strategies to achieve desired outcomes.</p>	<p>1. Actively participate in a department or hospital process-improvement initiative by collecting project data, summarizing data, creating team communication content or evaluate outcomes data. 2. Evaluate outcomes of an ongoing process-change initiative and make recommendations to achieve desired goals.</p> <p><i>Project examples: Malnutrition identification/billing, Nutrition consult frequency vs desired triggers, culture change initiatives (e.g. weight bias, LGBTQIA+ sensitivity)</i></p>		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>

<p>CRDN 2.8: Demonstrate negotiation skills.</p>	<ol style="list-style-type: none"> 1. Demonstrate negotiation skills during interactions with patients and/or staff while respecting life experiences, cultural diversity, and educational background. 2. Advocate for nutrition-related medications, tests, and/or care plans to other clinical practice discipline(s) while maintaining respect for individual scope of practice and expertise. 		<table border="1"> <tbody> <tr> <td colspan="4">Student - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Student - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> </tbody> </table>	Student - Mid				1	2	3		<hr/>				Preceptor - Mid				1	2	3		<hr/>				Student - Final				Not Met	Met	Exceeds	N.O.	<hr/>				Preceptor - Final				Not Met	Met	Exceeds	N.O.	<hr/>			
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<p>CRDN 2.10*****: Demonstrate professional attributes in all areas of practice.</p>	<ol style="list-style-type: none"> 1. Demonstrate critical thinking, use of appropriate time management and work priorities when planning, organizing, and directing the nutritional care for all patients/clients on as assigned floor for one day. Demonstrate professional attributes when performing dietitian staff relief. 		<table border="1"> <tbody> <tr> <td colspan="4">Student - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Student - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> </tbody> </table>	Student - Mid				1	2	3		<hr/>				Preceptor - Mid				1	2	3		<hr/>				Student - Final				Not Met	Met	Exceeds	N.O.	<hr/>				Preceptor - Final				Not Met	Met	Exceeds	N.O.	<hr/>			
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<p>CRDN 2.11: Show cultural humility in interactions with colleagues, staff, clients, patients and the public.</p>	<ol style="list-style-type: none"> 1. Demonstrate appropriate cultural competence and sensitivity by acknowledging food preferences and cultural practices with a patient/client during an individualized educational session. 		<table border="1"> <tbody> <tr> <td colspan="4">Student - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Student - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> </tbody> </table>	Student - Mid				1	2	3		<hr/>				Preceptor - Mid				1	2	3		<hr/>				Student - Final				Not Met	Met	Exceeds	N.O.	<hr/>				Preceptor - Final				Not Met	Met	Exceeds	N.O.	<hr/>			
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<p>CRDN 2.12: Implement culturally sensitive strategies to address cultural biases and differences.</p>	<ol style="list-style-type: none"> Utilize interpreter services to communicate with patients. Research and practice using the facility HR policies on cultural humility/competency. 		<table border="1"> <tbody> <tr> <td colspan="4">Student - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Student - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </tbody> </table>	Student - Mid				1	2	3		<hr/>				Preceptor - Mid				1	2	3		<hr/>				Student - Final				Not Met	Met	Exceeds	N.O.	<hr/>				Preceptor - Final				Not Met	Met	Exceeds	N.O.
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<p>CRDN 3.1: *****Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.</p>	<ol style="list-style-type: none"> Demonstrate proper use of the Nutrition Care Process in written patient assessments documentation, including the use of standardized-language nutrition diagnoses as per the eNCPT guidelines. 		<table border="1"> <tbody> <tr> <td colspan="4">Student - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Student - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </tbody> </table>	Student - Mid				1	2	3		<hr/>				Preceptor - Mid				1	2	3		<hr/>				Student - Final				Not Met	Met	Exceeds	N.O.	<hr/>				Preceptor - Final				Not Met	Met	Exceeds	N.O.
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<p>CRDN 3.2: ***** Conduct nutrition focused physical exams.</p>	<ol style="list-style-type: none"> Conduct a nutrition focused physical exam on a patient, looking for physical signs of muscle wasting, fat wasting, edema, and micronutrient deficiencies. Demonstrate proficiency in using a hand dynamometer to evaluate skeletal muscle strength. 		<table border="1"> <tbody> <tr> <td colspan="4">Student - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Student - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </tbody> </table>	Student - Mid				1	2	3		<hr/>				Preceptor - Mid				1	2	3		<hr/>				Student - Final				Not Met	Met	Exceeds	N.O.	<hr/>				Preceptor - Final				Not Met	Met	Exceeds	N.O.
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<p>CRDN 3.3 ***** Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as</p>	<ol style="list-style-type: none"> Demonstrate skilled use of at least one facility monitoring tools and interpretation of results (examples: glucometer, blood pressure cuff, oximeter, thermometer). Perform routine vitals checkpoint assessments such as blood pressure, oxygen saturation, temperature, POC glucose on at least one patient. 		<table border="1"> <tbody> <tr> <td colspan="4">Student - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Student - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </tbody> </table>	Student - Mid				1	2	3		<hr/>				Preceptor - Mid				1	2	3		<hr/>				Student - Final				Not Met	Met	Exceeds	N.O.	<hr/>				Preceptor - Final				Not Met	Met	Exceeds	N.O.
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<p>modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation).</p>	<p>2. Perform evidence-based practice in the interpretation of routine health screening and monitoring tools (such as laboratory values, inputs/outputs, vital signs) to make nutrition-related pharmacology plans/recommendations.</p>																																		
<p>CRDN 3.4 ***** Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.</p>	<p>1. Participate in patient/caregiver education of blood-glucose monitoring while taking diabetes medication and nutrition strategies to maintain recommended glucose range for at least one patient.</p>		<table border="1"> <tr> <td colspan="4">Student - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4">Preceptor - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4">Student - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4">Preceptor - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	Student - Mid				1	2	3		Preceptor - Mid				1	2	3		Student - Final				Not Met	Met	Exceeds	N.O.	Preceptor - Final				Not Met	Met	Exceeds	N.O.
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<p>CRDN 3.5 ***** Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.</p>	<p>1. Describe the process of NGT placement including explanation of risks/benefits of the procedures, consent to perform procedure, placement strategies and confirmation of proper placement.</p> <p>2. Assist/ actively participate in the placement of a nasogastric tube.</p>		<table border="1"> <tr> <td colspan="4">Student - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4">Preceptor - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4">Student - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4">Preceptor - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	Student - Mid				1	2	3		Preceptor - Mid				1	2	3		Student - Final				Not Met	Met	Exceeds	N.O.	Preceptor - Final				Not Met	Met	Exceeds	N.O.
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<p>CRDN 3.6 ***** Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.</p>	<p>1. Screen patients for signs/symptoms of swallowing dysfunction such as coughing/choking during meals, spillage of food/beverage from the mouth, prolonged mastication, pocketing, etc. during meal rounds and patient interviews</p> <p>2. Perform routine swallow-function screenings such as asking swallow-function related questions or</p>		<table border="1"> <tr> <td colspan="4">Student - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4">Preceptor - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4">Student - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4">Preceptor - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	Student - Mid				1	2	3		Preceptor - Mid				1	2	3		Student - Final				Not Met	Met	Exceeds	N.O.	Preceptor - Final				Not Met	Met	Exceeds	N.O.
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	<p>observe patient(s) while eating/drinking to identify signs/symptoms of swallowing dysfunction.</p> <p>3. Refer patients with reported or observed swallowing difficulty to appropriate swallowing function expert for further evaluation.</p>		
CRDN 3.7: Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.	<p>1. Using the NCP, write a comprehensive note in a patient's medical record.</p> <p>2. Provide effective individualized medical nutrition therapy instruction to a patient.</p>		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
CRDN 3.8: Design, implement, and evaluate presentations to a target audience.	<p>1. Research and present a clinical case study to hospital staff or an audience of dietetic professionals, and evaluate the effectiveness of the presentation.</p>		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
CRDN 3.9: Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	<p>1. Develop nutrition education materials for a specific population, taking into account culture, age, and literacy level.</p>		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>

<p>CRDN 3.10: Use effective education and counseling skills to facilitate behavior change.</p>	<p>1. Formulate medical nutrition therapy recommendations for at least three patients/clients with complex medical conditions.</p>		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>CRDN 3.12: Deliver respectful, science-based answers to client questions concerning emerging trends.</p>	<p>1. Provide evidence-based answers to patient/client questions. 2. Respond respectfully to questions from diet office staff and practitioners from other disciplines.</p>		<p>1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>CRDN 4.3: Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).</p>	<p>1. Perform tray audits 2. Participate in meal rounds</p>		<p>1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>CRDN 4.4: Apply current information technologies to develop, manage and disseminate nutrition information and data.</p>	<p>1. Use technology when creating, storing, or retrieving client education materials. 2. Utilize computerized medical records when reviewing care plans or documenting in patient charts.</p>		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>CRDN 4.9: Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or</p>	<p>1. Participate in the coding and billing of dietetics/nutrition services for at least one client provided with nutrition services at the facility. 2. Describe how nutrition assessment data</p>		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p>

private payers, fee-for-service and value-based payment systems.	impacts billing for patients (e.g. MDS reports, weight, malnutrition) within your facility		<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
<i>CRDN 4.10:</i> Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).	<ol style="list-style-type: none"> 1. Perform a test tray audit with food temperatures. 2. Suggest policy or procedure changes that could minimize risk to patients. 3. Monitor a diet order progression starting from physician and ending with the medical record. 		<p><i>Student - Mid</i> 1 2 3</p> <hr/> <p><i>Preceptor - Mid</i> 1 2 3</p> <hr/> <p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>

Additional Comments Regarding the Student's Performance and Abilities:

Strengths	Areas for Improvement

I attest that this intern has completed the requirements for this rotation, including meeting the minimum number of specified hours (360). This may include excused absences for class days.

Preceptor Signature: _____

Date: _____

Intern Signature: _____

Date: _____

(in accordance with Simmons University Honor Code)

SIMMONS UNIVERSITY
DIETETIC INTERNSHIP PROGRAM
Food Service Rotation
Program Competencies and Planned Experiences

Simmons University Dietetic Internship Program Program Competencies, Planned Experiences and Evaluation

Student's Name _____

Preceptor's Name and Facility Name _____

Note: Competencies with (***) must be met in this rotation**

Competency 2022	Examples of Planned Experience	Actual Activities	Evaluation
CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.	<ol style="list-style-type: none"> 1. Complete plate waste assessment. 2. Create a food satisfaction survey and interview at least five customers utilizing this tool. 3. Summarize the results of the survey and supervise implementation of action plans to remedy the problem areas to enhance customer satisfaction. 		<p style="text-align: center;">Student - Mid</p> <p style="text-align: center;">1 2 3</p> <hr/> <p style="text-align: center;">Preceptor - Mid</p> <p style="text-align: center;">1 2 3</p> <hr/> <p style="text-align: center;">Student - Final</p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;">Preceptor - Final</p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>
CRDN 1.3: Justify programs, products, services, and care using appropriate evidence or data.	<ol style="list-style-type: none"> 1. Price all foods required and calculate labor costs for one week of food production. 		<p style="text-align: center;">Student - Mid</p> <p style="text-align: center;">1 2 3</p> <hr/> <p style="text-align: center;">Preceptor - Mid</p> <p style="text-align: center;">1 2 3</p> <hr/> <p style="text-align: center;">Student - Final</p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;">Preceptor - Final</p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>
CRDN 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of	<ol style="list-style-type: none"> 1. Review the <i>Code of Ethics for the Profession of Dietetics</i> located in the student handbook. 2. Demonstrate behavior consistent with <i>The Code of Ethics for the Profession of Dietetics</i>. 		<p style="text-align: center;">Student - Mid</p> <p style="text-align: center;">1 2 3</p> <hr/> <p style="text-align: center;">Preceptor - Mid</p> <p style="text-align: center;">1 2 3</p> <hr/> <p style="text-align: center;">Student - Final</p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>

Ethics for the Profession of Nutrition and Dietetics.			Preceptor - Final Not Met Met Exceeds N.O.
CRDN 2.2: Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures).	<ol style="list-style-type: none"> 1. Develop a job description for one position in the food service department. 2. Write a policy about the dress code in the food service department. 3. Write a newsletter for the employees or clients/patients/residents highlighting important news about the food service program. 		Student - Mid 1 2 3 <hr/> Preceptor - Mid 1 2 3 <hr/> Student - Final Not Met Met Exceeds N.O. <hr/> Preceptor - Final Not Met Met Exceeds N.O.
CRDN 2.3: Demonstrate active participation, teamwork and contributions in group settings.	<ol style="list-style-type: none"> 1. Participate in one of the following and provide suggestions after attending: <ol style="list-style-type: none"> A. Food service organizational meeting B. Menu planning meeting C. QA meeting discussing food/nutrition related topics D. Department staff meeting 		Student - Mid 1 2 3 <hr/> Preceptor - Mid 1 2 3 <hr/> Student - Final Not Met Met Exceeds N.O. <hr/> Preceptor - Final Not Met Met Exceeds N.O.
CRDN 2.5: Work collaboratively with NDTRs and/or support personnel in other disciplines.	<ol style="list-style-type: none"> 1. Assign appropriate employee to cover positions during employee illness, holidays, vacation, and family leave. 2. Assign employees to cover activities for special events based on employee skills and strengths. 3. Provide training as necessary on nutrition related issues such as food safety or allergy training. 		Student - Mid 1 2 3 <hr/> Preceptor - Mid 1 2 3 <hr/> Student - Final Not Met Met Exceeds N.O. <hr/> Preceptor - Final Not Met Met Exceeds N.O.
CRDN 2.7: Apply change management strategies to achieve desired outcomes.	<ol style="list-style-type: none"> 1. Identify a problem with your facility's kitchen operation, implement a solution, and track outcomes using change management strategies. 2. Meet with a group of employee stakeholders to discuss barriers and 		Student - Mid 1 2 3 <hr/> Preceptor - Mid 1 2 3 <hr/> Student - Final Not Met Met Exceeds N.O.

	possible solutions to a previously identified problem. Provide a summary of the conversation to the food service manager. 3. Engage in an outcomes assessment of a previously implemented operational/organizational change (e.g. following new standardized recipe change)		<i>Preceptor - Final</i> Not Met Met Exceeds N.O.
<i>CRDN 2.8:</i> Demonstrate negotiation skills.	1. Negotiate with a vendor regarding a purchase or return. 2. Negotiate with a patient/client/resident to ensure that food provided meets their needs within the limitations of the food service operation. 3. Negotiate with other staff within the facility to solve a problem.		<i>Student - Mid</i> 1 2 3 <i>Preceptor - Mid</i> 1 2 3 <i>Student - Final</i> Not Met Met Exceeds N.O. <i>Preceptor - Final</i> Not Met Met Exceeds N.O.
<i>CRDN 2.10*****:</i> Demonstrate professional attributes within various organizational cultures.	1. Demonstrate critical thinking, use of appropriate time management, and work priorities when planning, organizing, and directing the food service operation for a meal or a special program.		<i>Student - Mid</i> 1 2 3 <i>Preceptor - Mid</i> 1 2 3 <i>Student - Final</i> Not Met Met Exceeds N.O. <i>Preceptor - Final</i> Not Met Met Exceeds N.O.
<i>CRDN 2.11:</i> Show cultural humility in interactions with colleagues, staff, clients, patients and the public.	1. Acknowledge culture and food traditions of staff and clients when designing menus. 2. Demonstrate cultural awareness during an employee inservice.		<i>Student - Mid</i> 1 2 3 <i>Preceptor - Mid</i> 1 2 3 <i>Student - Final</i> Not Met Met Exceeds N.O. <i>Preceptor - Final</i> Not Met Met Exceeds N.O.
<i>CRDN 2.12:</i> Implement culturally sensitive strategies to address cultural	1. Work with food service team to develop a special event celebrating a		<i>Student - Mid</i> 1 2 3

biases and differences.	<p>specific area of the world. Design menu, decorations, education and music for this event</p> <p>2 Collaborate with food service staff to revise policies and procedures to include more culturally sensitive practices.</p>		<p>Preceptor - Mid</p> <p>1 2 3</p> <hr/> <p>Student - Final</p> <p>Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final</p> <p>Not Met Met Exceeds N.O.</p>
CRDN 3.9: Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	<p>1. Create, implement, and evaluate nutrition education materials in a food service setting, taking into account culture, literacy level, and age of target audience.</p>		<p>Student - Mid</p> <p>1 2 3</p> <hr/> <p>Preceptor - Mid</p> <p>1 2 3</p> <hr/> <p>Student - Final</p> <p>Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final</p> <p>Not Met Met Exceeds N.O.</p>
CRDN 3.11: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.	<p>1. Promote “whole grains” by serving whole grain menu items and developing educational and marketing materials that promote this healthy option.</p> <p>2. Works with a client with allergies to develop a menu to meet needs. Share menu with culinary personnel and supervise production and service of the meal.</p>		<p>Student - Mid</p> <p>1 2 3</p> <hr/> <p>Preceptor - Mid</p> <p>1 2 3</p> <hr/> <p>Student - Final</p> <p>Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final</p> <p>Not Met Met Exceeds N.O.</p>
CRDN 3.12: Deliver respectful, science-based answers to consumer questions concerning emerging trends.	<p>1. Respond respectfully to customer suggestion box comments.</p> <p>2. Use science-based answers to reply to customer emails.</p>		<p>Student - Mid</p> <p>1 2 3</p> <hr/> <p>Preceptor - Mid</p> <p>1 2 3</p> <hr/> <p>Student - Final</p> <p>Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final</p> <p>Not Met Met Exceeds N.O.</p>
CRDN 3.13****: Coordinate procurement, production, distribution and service of goods and services,	<p>1. Oversee the procurement, distribution and service of food within a food service facility for a day.</p>		<p>Student - Mid</p> <p>1 2 3</p> <hr/> <p>Preceptor - Mid</p> <p>1 2 3</p>

demonstrating and promoting responsible use of resources.	2. Oversee the procurement, distribution and service of food within the facility for a special program or item.		<p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
CRDN 3.14*****: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups, and individuals.	<p>1. Coordinate and direct menu planning meetings to ensure that the menus accommodate the largest segment of the population generally served at the food service facility.</p> <p>2. Select and modify a recipe to meet all therapeutic diets available at the food service facility.</p>		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
CRDN 4.1*****: Participate in management functions of human resources (such as training and scheduling).	<p>1. Assist in development of a performance-based employee evaluation.</p> <p>2. Utilize the performance evaluation tool to assess an employee in a mock-type situation.</p> <p>3. Participate in payroll, training, scheduling or hiring processes.</p>		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
CRDN 4.2*****: Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.	<p>1. Oversee and coordinate a safety and sanitation inspection by the food service staff in accordance with local health regulations.</p> <p>2. Plan, organize and direct sanitation training for a nutrition program site based on Hazard Analysis Critical Control Points Models (HACCP).</p> <p>3. Coordinate and implement nutritional training for one case manager or site manager, modifying lessons based on the manager's experience.</p>		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>

<p>CRDN 4.3: Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).</p>	<ol style="list-style-type: none"> 1. Develop a sensory tool to evaluate foods prior to their distribution to customers. 2. Participate in a plate waste analysis. 3. Conduct a customer intercept survey. 4. Table touching – Walk around dining room asking for input on the day’s meals with comment cards 		<p style="text-align: center;">Student - Mid</p> <p style="text-align: center;">1 2 3</p> <hr/> <p style="text-align: center;">Preceptor - Mid</p> <p style="text-align: center;">1 2 3</p> <hr/> <p style="text-align: center;">Student - Final</p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;">Preceptor - Final</p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>
<p>CRDN: 4.4: Apply current information technologies to develop, manage and disseminate nutrition information and data.</p>	<ol style="list-style-type: none"> 1. Utilize a dietary analysis program to evaluate the nutritional value of the menus as served within a food service establishment and provide recommendations for modifications. 2. Review the nutritional analysis of 3 menu items for accuracy. Work with manager/dietitian to correct food production system if analysis does not appear correct. 		<p style="text-align: center;">Student - Mid</p> <p style="text-align: center;">1 2 3</p> <hr/> <p style="text-align: center;">Preceptor - Mid</p> <p style="text-align: center;">1 2 3</p> <hr/> <p style="text-align: center;">Student - Final</p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;">Preceptor - Final</p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>
<p>CRDN 4.5*****: Analyze quality, financial, and productivity data for use in planning.</p>	<ol style="list-style-type: none"> 1. Calculate menu budget costs 2. Assess current budget to ensure the revenues are covering the costs 3. Complete payroll for food service operation. 		<p style="text-align: center;">Student - Mid</p> <p style="text-align: center;">1 2 3</p> <hr/> <p style="text-align: center;">Preceptor - Mid</p> <p style="text-align: center;">1 2 3</p> <hr/> <p style="text-align: center;">Student - Final</p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;">Preceptor - Final</p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>
<p>CRDN 4.6*****: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.</p>	<ol style="list-style-type: none"> 1. Make written or verbal recommendations for products that could be ordered that would reduce waste. 2. Research which products in the catalog contain greater percentages 		<p style="text-align: center;">Student - Mid</p> <p style="text-align: center;">1 2 3</p> <hr/> <p style="text-align: center;">Preceptor - Mid</p> <p style="text-align: center;">1 2 3</p>

	<p>of recycled materials and create a list of those products with a price comparison to what the facility currently orders.</p> <p>3. Research sources of local ingredients with a cost comparison to what the facility currently uses.</p>		<p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>CRDN 4.8: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.</p>	<p>1. Design an initiative to increase sales or acceptability of a specific food item or meal.</p> <p>2. Design and implement a themed meal event.</p>		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>CRDN 4.10: Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).</p>	<p>1. Review a specific policy or procedure and observe if it is being followed.</p> <p>2. Participate in an audit.</p> <p>3. Review the facility's emergency preparedness plan and identify the likelihood of risk.</p>		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>

Additional Comments Regarding the Student's Performance and Abilities:

Strengths	Areas for Improvement
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I attest that this intern has completed the requirements for this rotation, including meeting the minimum number of specified hours (144). This may include excused absences for class days.

Preceptor Signature: _____

Date: _____

Intern Signature: _____

Date: _____

(in accordance with Simmons University Honor Code)

**SIMMONS UNIVERSITY
DIETETIC INTERNSHIP PROGRAM**

Program Competencies and Planned Experiences for Community Rotations

Simmons University Dietetic Internship Program Program Competencies, Planned Experiences & Evaluation

Student's Name _____

Preceptor's Name and Facility Name _____

Note: Competencies with (***) must be met in this rotation**

Competency 2022	Examples of Planned Experience	Actual Activities	Evaluation
CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.	<ol style="list-style-type: none"> 1. Develop and implement an evaluation tool to measure the effectiveness of an ongoing community-based food and nutrition program. 2. Oversee the development and implementation of a survey to analyze the effectiveness of nutrition service/practice in a community setting. Based on the survey results, make recommendations for changes. 3. Use labs, anthropometric measures, medications for at least 3 patient assessments in a community health care setting. 		<p><i>Student - Mid</i> 1 2 3</p> <hr/> <p><i>Preceptor - Mid</i> 1 2 3</p> <hr/> <p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 1.3: Justify programs, products, services and care using appropriate evidence or data.	<ol style="list-style-type: none"> 1. Perform chart reviews by evaluating records of patients seen by nutrition department for evidence of improvement in blood sugar, weight, cholesterol levels, etc. 2. Assist with billing clients for insurance reimbursement. 3. Justify patients seen in relation to reimbursement request. 		<p><i>Student - Mid</i> 1 2 3</p> <hr/> <p><i>Preceptor - Mid</i> 1 2 3</p> <hr/> <p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>

<p>CRDN 1.5: Incorporate critical-thinking skills in overall practice.</p>	<ol style="list-style-type: none"> Write a mock note based on an actual patient/client or a case study During a debriefing session following a patient/client visit, justify a treatment plan using evidence-based practice. 		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>CRDN 2.2: Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures).</p>	<ol style="list-style-type: none"> Write an article or a blog for a site’s website or newsletter. Create education materials for specific audiences. Assist with grant writing. Write a press release to promote a nutrition event. 		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>CRDN 2.3: Demonstrate active participation, teamwork, and contributions in group settings.</p>	<ol style="list-style-type: none"> Participate in an interdisciplinary health center staff meeting or case conference. Assist with group education sessions or workshops. Participate in nutrition program planning meetings. Attend a meeting aimed at the development of statewide or local nutrition policies. 		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>CRDN 2.4: Function as a member of interprofessional teams.</p>	<ol style="list-style-type: none"> Present and discuss nutritional recommendations for one patient at interprofessional rounds for an assigned patient. Participate in a nutrition policy or event planning meeting where other professional disciplines are present. Obtain information and resources from social services (such as social workers, case managers) when working with clients in the 		<p>Student - Mid 1 2 3</p> <hr/> <p>Preceptor - Mid 1 2 3</p> <hr/> <p>Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>

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CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	<ol style="list-style-type: none"> 1. Refer at least one patient/client to a dietetics professional when services are beyond the scope for the setting. 2. Refer at least one patient/client to PT, OT, SLP, social work, or psychology. 3. Refer at least one patient/client to community services such as food banks/pantry, smoking cessation services, WIC, fuel assistance, etc. 		<table border="1"> <tr> <td colspan="4">Student - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Student - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	Student - Mid				1	2	3		<hr/>				Preceptor - Mid				1	2	3		<hr/>				Student - Final				Not Met	Met	Exceeds	N.O.	<hr/>				Preceptor - Final				Not Met	Met	Exceeds	N.O.
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CRDN 2.10*****: Demonstrate professional attributes in all areas of practice.	<ol style="list-style-type: none"> 1. Demonstrate a client focus and use of appropriate time management and work priorities when initiating the activities necessary to conduct a community-based health promotion/disease prevention program to address the most common nutritional needs/risks of clients frequenting a CHC. 2. Participate in educating local government agencies and pertinent professionals on the policies and procedures for new or existing nutrition programs. 3. Manage a project demonstrating good ability to prioritize needs and time management. 		<table border="1"> <tr> <td colspan="4">Student - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Student - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	Student - Mid				1	2	3		<hr/>				Preceptor - Mid				1	2	3		<hr/>				Student - Final				Not Met	Met	Exceeds	N.O.	<hr/>				Preceptor - Final				Not Met	Met	Exceeds	N.O.
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CRDN 2.11: Show cultural humility in interactions with colleagues, staff, clients, patients and the public.	<ol style="list-style-type: none"> 1. Demonstrate appropriate cultural humility and sensitivity by acknowledging food preferences and cultural practices with a patient/client during an individualized educational session. 2. Demonstrate appropriate cultural humility and sensitivity when interacting with colleagues and staff in a 		<table border="1"> <tr> <td colspan="4">Student - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Mid</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Student - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4">Preceptor - Final</td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	Student - Mid				1	2	3		<hr/>				Preceptor - Mid				1	2	3		<hr/>				Student - Final				Not Met	Met	Exceeds	N.O.	<hr/>				Preceptor - Final				Not Met	Met	Exceeds	N.O.
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CRDN 2.12: Implement culturally sensitive strategies to address cultural biases and differences.	<ol style="list-style-type: none"> 1. Create culturally sensitive and realistic goals for a client during an individualized educational session. 2. Identify community needs when evaluating a nutrition program or planning nutrition education for the public, paying attention to ethnic/lifestyle differences. 		<p style="text-align: center;">Student - Mid</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;">Preceptor - Mid</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;">Student - Final</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Not Met</td> <td style="width: 33%;">Met</td> <td style="width: 33%;">Exceeds</td> <td style="width: 33%;">N.O.</td> </tr> </table> <hr/> <p style="text-align: center;">Preceptor - Final</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Not Met</td> <td style="width: 33%;">Met</td> <td style="width: 33%;">Exceeds</td> <td style="width: 33%;">N.O.</td> </tr> </table>	1	2	3	1	2	3	Not Met	Met	Exceeds	N.O.	Not Met	Met	Exceeds	N.O.
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CRDN 3.1: Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.	<ol style="list-style-type: none"> 1. Perform the Nutrition Care Process on at least two clients in a community setting including pregnant women, children, or other clients with unique health conditions (overweight, obesity, diabetes, cholesterol management, women’s health, etc). 2. Perform the Nutrition Care Process in a mock patient assessment/interview. 		<p style="text-align: center;">Student - Mid</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;">Preceptor - Mid</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;">Student - Final</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Not Met</td> <td style="width: 33%;">Met</td> <td style="width: 33%;">Exceeds</td> <td style="width: 33%;">N.O.</td> </tr> </table> <hr/> <p style="text-align: center;">Preceptor - Final</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Not Met</td> <td style="width: 33%;">Met</td> <td style="width: 33%;">Exceeds</td> <td style="width: 33%;">N.O.</td> </tr> </table>	1	2	3	1	2	3	Not Met	Met	Exceeds	N.O.	Not Met	Met	Exceeds	N.O.
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CRDN 3.7: Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.	<ol style="list-style-type: none"> 1. Develop a marketing plan for an upcoming nutrition workshop or lecture (i.e. brochures/flyers, social media, etc.) 2. Use web-based or social media to communicate with patients/clients (under preceptor supervision) 3. Demonstrate effective communication and documentation skills when providing nutrition education to a group or individuals. 		<p style="text-align: center;">Student - Mid</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;">Preceptor - Mid</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;">Student - Final</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Not Met</td> <td style="width: 33%;">Met</td> <td style="width: 33%;">Exceeds</td> <td style="width: 33%;">N.O.</td> </tr> </table> <hr/> <p style="text-align: center;">Preceptor - Final</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Not Met</td> <td style="width: 33%;">Met</td> <td style="width: 33%;">Exceeds</td> <td style="width: 33%;">N.O.</td> </tr> </table>	1	2	3	1	2	3	Not Met	Met	Exceeds	N.O.	Not Met	Met	Exceeds	N.O.
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CRDN 3.8: Design, implement, and evaluate presentations to a target audience.	<ol style="list-style-type: none"> 1. Develop, implement and evaluate an educational display, visual tool, PSA, or handout for a specified target population. 2. Design, execute and evaluate a group nutrition education session. 		<p style="text-align: center;">Student - Mid</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;">Preceptor - Mid</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;">Student - Final</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Not Met</td> <td style="width: 33%;">Met</td> <td style="width: 33%;">Exceeds</td> <td style="width: 33%;">N.O.</td> </tr> </table>	1	2	3	1	2	3	Not Met	Met	Exceeds	N.O.				
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	3. Develop, implement and evaluate a statewide public relations/prevention focused event.		<i>Preceptor - Final</i> Not Met Met Exceeds N.O.
<i>CRDN 3.9:</i> Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	1. Create, implement, and evaluate nutrition education materials in a community setting, taking into account culture, literacy level, and age of target audience.		<i>Student - Mid</i> 1 2 3 <i>Preceptor - Mid</i> 1 2 3 <i>Student - Final</i> Not Met Met Exceeds N.O. <i>Preceptor - Final</i> Not Met Met Exceeds N.O.
<i>CRDN 3.10:</i> Use effective education and counseling skills to facilitate behavior change.	1. Provide nutrition education to two assigned health center patients/clients to help facilitate behavior change. 2. Perform a mock counseling session.		<i>Student - Mid</i> 1 2 3 <i>Preceptor - Mid</i> 1 2 3 <i>Student - Final</i> Not Met Met Exceeds N.O. <i>Preceptor - Final</i> Not Met Met Exceeds N.O.
<i>CRDN 3.11:</i> Develop and deliver products, programs, or services that promote consumer health, wellness, and lifestyle management.	1. Develop a program that directly targets consumers. 2. Develop an employee wellness program or service. 3. Conduct nutrition-related activities associated with statewide nutrition education for health promotion and disease prevention.		<i>Student - Mid</i> 1 2 3 <i>Preceptor - Mid</i> 1 2 3 <i>Student - Final</i> Not Met Met Exceeds N.O. <i>Preceptor - Final</i> Not Met Met Exceeds N.O.
<i>CRDN 3.12:</i> Deliver respectful, science-based answers to client questions concerning emerging trends.	1. Provide evidence-based answers to patient questions during an individualized or group nutrition session. 2. Implement an “Ask the Dietitian” information booth in the lobby/waiting		<i>Student - Mid</i> 1 2 3 <i>Preceptor - Mid</i> 1 2 3

	area. Answer all consumer questions using science-based information and with consideration of emerging trends.		<i>Student - Final</i> Not Met Met Exceeds N.O. <hr/> <i>Preceptor - Final</i> Not Met Met Exceeds N.O.
<i>CRDN 3.14:</i> Develop and evaluate recipes, formulas, and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups, and individuals.	1. Develop and/or review menus for appropriateness based on dietary and health needs and cultural appropriateness of the population most often using nutrition services at a CHC or dietetic practice. 2. Develop and evaluate recipes to be given out to patients/clients or used during nutrition education cooking sessions. 3. Develop and/or alter recipes to ensure that the menus accommodate the largest segment of the population being served at the program.		<i>Student - Mid</i> 1 2 3 <hr/> <i>Preceptor - Mid</i> 1 2 3 <hr/> <i>Student - Final</i> Not Met Met Exceeds N.O. <hr/> <i>Preceptor - Final</i> Not Met Met Exceeds N.O.
<i>CRDN 4.2:</i> Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.	1. Oversee and coordinate a safety and sanitation inspection by the food service staff in accordance with local health regulations. 2. Plan, organize, and direct sanitation training for a nutrition program site based on Hazard Analysis Critical Control Points Models (HACCP). 3. Coordinate and implement nutritional training for one case manager or site manager, modifying lessons based on the manager's experience.		<i>Student - Mid</i> 1 2 3 <hr/> <i>Preceptor - Mid</i> 1 2 3 <hr/> <i>Student - Final</i> Not Met Met Exceeds N.O. <hr/> <i>Preceptor - Final</i> Not Met Met Exceeds N.O.
<i>CRDN 4.3:</i> Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).	1. Choose one area of a nonprofit or state government organization's Nutrition Program to assess and evaluate. As part of the assessment and evaluation, design surveys. Summarize the outcomes and make recommendations for modifications.		<i>Student - Mid</i> 1 2 3 <hr/> <i>Preceptor - Mid</i> 1 2 3 <hr/> <i>Student - Final</i> Not Met Met Exceeds N.O. <hr/> <i>Preceptor - Final</i> Not Met Met Exceeds N.O.

<p>CRDN 4.4: Apply current information technologies to develop, manage and disseminate nutrition information and data.</p>	<ol style="list-style-type: none"> 1. Use a nutrition analysis program when analyzing recipes used at a congregate meal site or other feeding program. 2. Utilize electronic medical record system to review and/or input pertinent nutritional data into the medical records (if available) of at least two patients/clients. 3. Utilize survey tools to assess and monitor the nutritional needs of communities. 		<table border="1"> <tbody> <tr> <td colspan="4"><i>Student - Mid</i></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4"><i>Preceptor - Mid</i></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4"><i>Student - Final</i></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4"><i>Preceptor - Final</i></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </tbody> </table>	<i>Student - Mid</i>				1	2	3		<hr/>				<i>Preceptor - Mid</i>				1	2	3		<hr/>				<i>Student - Final</i>				Not Met	Met	Exceeds	N.O.	<hr/>				<i>Preceptor - Final</i>				Not Met	Met	Exceeds	N.O.
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<p>CRDN 4.5: Analyze quality, financial, and productivity data for use in planning.</p>	<ol style="list-style-type: none"> 1. Calculate the budget for one day of planned meals at a congregate meal site. Analyze this in relation to quality, financial data, and productivity data and give suggestions for improvement. 		<table border="1"> <tbody> <tr> <td colspan="4"><i>Student - Mid</i></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4"><i>Preceptor - Mid</i></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4"><i>Student - Final</i></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4"><i>Preceptor - Final</i></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </tbody> </table>	<i>Student - Mid</i>				1	2	3		<hr/>				<i>Preceptor - Mid</i>				1	2	3		<hr/>				<i>Student - Final</i>				Not Met	Met	Exceeds	N.O.	<hr/>				<i>Preceptor - Final</i>				Not Met	Met	Exceeds	N.O.
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<p>CRDN 4.6: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.</p>	<ol style="list-style-type: none"> 1. Make written or verbal recommendations for products that could be ordered that would reduce waste. 2. Research which products in the catalog contain greater percentages of recycled materials and create a list of those products with a price comparison to what the facility currently orders. 3. Research sources of local ingredients with a cost comparison to what the facility currently uses. 		<table border="1"> <tbody> <tr> <td colspan="4"><i>Student - Mid</i></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4"><i>Preceptor - Mid</i></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4"><i>Student - Final</i></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4"><i>Preceptor - Final</i></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </tbody> </table>	<i>Student - Mid</i>				1	2	3		<hr/>				<i>Preceptor - Mid</i>				1	2	3		<hr/>				<i>Student - Final</i>				Not Met	Met	Exceeds	N.O.	<hr/>				<i>Preceptor - Final</i>				Not Met	Met	Exceeds	N.O.
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<p>CRDN 4.9: Explain the process for coding and billing for nutrition and dietetics services to obtain</p>	<ol style="list-style-type: none"> 1. Participate in the coding and billing of dietetics/nutrition services for at least one client seen in the nutrition 		<table border="1"> <tbody> <tr> <td colspan="4"><i>Student - Mid</i></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> </tbody> </table>	<i>Student - Mid</i>				1	2	3		<hr/>																																			
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reimbursement from public or private payers, fee-for-service and value-based payment systems.	department of a CHC or dietetics practice. 2. Research the nutrition benefits for various health insurance plans and determine which of these plans are accepted by a CHC or dietetic practice.		<table border="0"> <tr> <td colspan="4"><i>Preceptor - Mid</i></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4"><i>Student - Final</i></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4"><i>Preceptor - Final</i></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	<i>Preceptor - Mid</i>				1	2	3		<hr/>				<i>Student - Final</i>				Not Met	Met	Exceeds	N.O.	<hr/>				<i>Preceptor - Final</i>				Not Met	Met	Exceeds	N.O.												
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<i>CNC 4*****</i>	Analyze Diversity, Equity, Inclusion, and Belonging (DEIB) related policies in community-based nutrition programs and make recommendations.		<table border="0"> <tr> <td colspan="4"><i>Student - Mid</i></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4"><i>Preceptor - Mid</i></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td></td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4"><i>Student - Final</i></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="4"><hr/></td> </tr> <tr> <td colspan="4"><i>Preceptor - Final</i></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	<i>Student - Mid</i>				1	2	3		<hr/>				<i>Preceptor - Mid</i>				1	2	3		<hr/>				<i>Student - Final</i>				Not Met	Met	Exceeds	N.O.	<hr/>				<i>Preceptor - Final</i>				Not Met	Met	Exceeds	N.O.
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Additional Comments Regarding the Student's Performance and Abilities:

Strengths	Areas for Improvement

I attest that this intern has completed the requirements for this rotation, including meeting the minimum number of specified hours. This may include excused absences for class days.

Preceptor Signature: _____

Date:

Intern Signature: _____

Date:

(in accordance with Simmons University Honor Code)

**Eating Disorder Inpatient, IOP, PHP or Residential Rotation
 Simmons University Dietetic Internship Program
 Program Competencies, Planned Experiences and Evaluation**

Student's Name _____

Preceptor's Name and Facility Name _____

Competency 2022	Examples of Planned Experience	Actual Activities	Evaluation
CRDN 2.10****: Demonstrate professional attributes in all areas of practice.	1. Demonstrate professionalism in interactions with patients/clients and team members. 2. Demonstrate an ability to prioritize work as needed and focus on relevant products and services for your organization.		<p style="text-align: center;"><i>Student - Mid</i></p> <p style="text-align: center;">1 2 3</p> <p style="text-align: center;"><i>Preceptor - Mid</i></p> <p style="text-align: center;">1 2 3</p> <p style="text-align: center;"><i>Student - Final</i></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <p style="text-align: center;"><i>Preceptor - Final</i></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>
CRDN 2.11: Show cultural humility in interactions with colleagues, staff, clients, patients and the public.	1. Demonstrate appropriate cultural humility and sensitivity by acknowledging food preferences and cultural practices with a patient/client during an individualized educational session. 2. Demonstrate appropriate cultural humility and sensitivity when interacting with colleagues and staff in a community setting.		<p style="text-align: center;"><i>Student - Mid</i></p> <p style="text-align: center;">1 2 3</p> <p style="text-align: center;"><i>Preceptor - Mid</i></p> <p style="text-align: center;">1 2 3</p> <p style="text-align: center;"><i>Student - Final</i></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <p style="text-align: center;"><i>Preceptor - Final</i></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>
CRDN 2.12: Implement culturally sensitive strategies to address cultural biases and differences.	1. Create culturally sensitive and realistic goals for a client during an individualized educational session. 3. Identify community needs when evaluating a nutrition program or planning nutrition education for the		<p style="text-align: center;"><i>Student - Mid</i></p> <p style="text-align: center;">1 2 3</p> <p style="text-align: center;"><i>Preceptor - Mid</i></p> <p style="text-align: center;">1 2 3</p> <p style="text-align: center;"><i>Student - Final</i></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>

	public, paying attention to ethnic/lifestyle differences.		Preceptor - Final Not Met Met Exceeds N.O.
CRDN 3.1: Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.	1. Perform the NCP on at least two clients with differing eating disorder diagnoses.		Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.
CRDN 3.7: Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.	1. Develop a marketing, PR, or social media plan or project to be implemented by your preceptor or precepting organization.		Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.
CRDN 3.9: Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	1. Create educational handouts geared towards various audiences – patients/clients, families, or other health professionals.		Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.
CRDN 3.10: Use effective education and counseling skills to facilitate behavior change.	1. Observe nutrition education with at least two assigned clients (with supervision). 2. Demonstrate an understanding of the various counseling and psychotherapy techniques used in eating disorders.		Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.
CRDN 3.12: Deliver respectful, science-based answers to consumer	1. Demonstrate appropriate evidence-based care to supervisor.		Student - Mid 1 2 3

questions concerning emerging trends.			<p>Preceptor - Mid 1 2 3</p> <p>Student - Final Not Met Met Exceeds N.O.</p> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
CRDN 4.4: Apply current information technologies to develop, manage and disseminate nutrition information and data.	<p>1. Use technology for storing and creating educational materials.</p> <p>2. Use technology to document notes in the EMR or to communicate with other interdisciplinary team members.</p>		<p>Student - Mid 1 2 3</p> <p>Preceptor - Mid 1 2 3</p> <p>Student - Final Not Met Met Exceeds N.O.</p> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
ED 1: Demonstrate an understanding of the psychology behind eating disorders.	1. Understand the functional nature of eating disorders and how to account for this nature in counseling when working with this population.		<p>Student - Mid 1 2 3</p> <p>Preceptor - Mid 1 2 3</p> <p>Student - Final Not Met Met Exceeds N.O.</p> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
ED 2: Utilize an understanding of the food, weight or body image issues to appropriately tailor all contact with eating disorder patients/clients and their families.	1. Observe communication with clients and families during family meetings that demonstrate an understanding of the impact and function of an eating disorder within a family system.		<p>Student - Mid 1 2 3</p> <p>Preceptor - Mid 1 2 3</p> <p>Student - Final Not Met Met Exceeds N.O.</p> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
ED 3: Demonstrate an understanding and ability to utilize counseling and/or psychotherapy techniques with eating disorder patients/clients.	1. Demonstrate an understanding of how to coordinate nutrition therapy with varying psychotherapeutic techniques.		<p>Student - Mid 1 2 3</p> <p>Preceptor - Mid 1 2 3</p> <p>Student - Final Not Met Met Exceeds N.O.</p>

			Preceptor - Final Not Met Met Exceeds N.O.
ED 4: Gain an understanding of the medical complications of eating disorders and the manifestation of these issues.	1. Develop a working knowledge of the nutrition therapy strategies used with special populations, i.e., elite athletes, diabetes, food allergies, transgendered individuals, body dysmorphic disorder, bariatric clients, ADD, sensitivity issues, ARFID, international students, developmental delay, and adoption issues.		Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.
ED 5: Develop an understanding of how to create and participate in a fully functioning treatment team model which consists, at minimum, of a primary care doctor, psychotherapist, and Registered Dietitian Nutritionist (RDN).	1. Demonstrate communication and collaboration strategies such as referrals, for an effective treatment team in the outpatient and private practice settings.		Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.

Additional Comments Regarding the Student's Performance and Abilities:

Strengths	Areas for Improvement
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I attest that this intern has completed the requirements for this rotation, including meeting the minimum number of specified hours. This may include excused absences for class days.

Preceptor Signature: _____

Date:

Intern Signature: _____

Date:

(in accordance with Simmons University Honor Code)

**Eating Disorder Outpatient Rotation
 Simmons University Dietetic Internship Program
 Program Competencies, Planned Experiences & Evaluation**

Student's Name _____

Preceptor's Name and Facility Name _____

Competency 2022	Examples of Planned Experience	Actual Activities	Evaluation
CRDN 2.10****: Demonstrate professional attributes in all areas of practice.	1. Demonstrate professionalism in interactions with patients/clients and team members. 2. Demonstrate an ability to prioritize work as needed and focus on relevant products and services for your organization.		Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.
CRDN 2.11: Show cultural humility in interactions with colleagues, staff, clients, patients and the public.	3. Demonstrate appropriate cultural humility and sensitivity by acknowledging food preferences and cultural practices with a patient/client during an individualized educational session. 4. Demonstrate appropriate cultural humility and sensitivity when interacting with colleagues and staff in a community setting.		Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.
CRDN 2.12: Implement culturally sensitive strategies to address cultural biases and differences.	1. Create culturally sensitive and realistic goals for a client during an individualized educational session. 4. Identify community needs when evaluating a nutrition program or		Student - Mid 1 2 3 Preceptor - Mid 1 2 3

	planning nutrition education for the public, paying attention to ethnic/lifestyle differences.		Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.
CRDN 3.1: Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.	1. Perform the NCP on at least two clients with differing eating disorder diagnoses.		Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.
CRDN 3.7: Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.	1. Develop a marketing, PR, or social media plan or project to be implemented by your preceptor or precepting organization.		Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.
CRDN 3.9: Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	1. Create educational handouts geared towards various audiences – patients/clients, families, or other health professionals.		Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.
CRDN 3.10: Use effective education and counseling skills to facilitate behavior change.	1. Observe nutrition education with at least two assigned clients (with supervision). 2. Demonstrate an understanding of the various counseling and psychotherapy techniques used in eating disorders.		Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.

<p>CRDN 3.12: Deliver respectful, science-based answers to consumer questions concerning emerging trends.</p>	<p>1. Demonstrate appropriate evidence-based care to supervisor.</p>		<p>Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>CRDN 4.4: Apply current information technologies to develop, manage and disseminate nutrition information and data.</p>	<p>1. Use technology for storing and creating educational materials. 2. Use technology to document notes in the EMR or to communicate with other interdisciplinary team members.</p>		<p>Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>ED 1: Demonstrate an understanding of the psychology behind eating disorders.</p>	<p>1. Understand the functional nature of eating disorders and how to account for this nature in counseling when working with this population.</p>		<p>Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>ED 2: Utilize an understanding of the food, weight or body image issues to appropriately tailor all contact with eating disorder patients/clients and their families.</p>	<p>1. Observe communication with clients and families during family meetings that demonstrate an understanding of the impact and function of an eating disorder within a family system.</p>		<p>Student - Mid 1 2 3 Preceptor - Mid 1 2 3 Student - Final Not Met Met Exceeds N.O. Preceptor - Final Not Met Met Exceeds N.O.</p>
<p>ED 3: Demonstrate an understanding and ability to utilize counseling</p>	<p>1. Demonstrate an understanding of how to coordinate nutrition therapy with varying psychotherapeutic techniques.</p>		<p>Student - Mid 1 2 3 Preceptor - Mid 1 2 3</p>

and/or psychotherapy techniques with eating disorder patients/clients.			<p>Student - Final Not Met Met Exceeds N.O.</p> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
ED 4: Gain an understanding of the medical complications of eating disorders and the manifestation of these issues.	1. Develop a working knowledge of the nutrition therapy strategies used with special populations, i.e., elite athletes, diabetes, food allergies, transgendered individuals, body dysmorphic disorder, bariatric clients, ADD, sensitivity issues, ARFID, international students, developmental delay, and adoption issues.		<p>Student - Mid 1 2 3</p> <p>Preceptor - Mid 1 2 3</p> <p>Student - Final Not Met Met Exceeds N.O.</p> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>
ED 5: Develop an understanding of how to create and participate in a fully functioning treatment team model which consists, at minimum, of a primary care doctor, psychotherapist, and Registered Dietitian Nutritionist (RDN).	1. Demonstrate communication and collaboration strategies such as referrals, for an effective treatment team in the outpatient and private practice settings.		<p>Student - Mid 1 2 3</p> <p>Preceptor - Mid 1 2 3</p> <p>Student - Final Not Met Met Exceeds N.O.</p> <p>Preceptor - Final Not Met Met Exceeds N.O.</p>

Additional Comments Regarding the Student's Performance and Abilities:

Strengths	Areas for Improvement
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I attest that this intern has completed the requirements for this rotation, including meeting the minimum number of specified hours. This may include excused absences for class days.

Preceptor Signature: _____

Date:

Intern Signature: _____

Date:

(in accordance with Simmons University Honor Code)

**Simmons University Dietetic Internship Program
Program Competencies, Planned Experiences and Evaluation
WIC, dialysis, or Choice Rotation**

Student's Name _____

Preceptor's Name and Facility Name _____

Competency	Examples of Learning Activities	Actual Activities	Evaluation*
CRDN 2.2: Demonstrate professional writing skills in preparing professional communications.	6. Write an article or a blog for a site's website or newsletter. 7. Create education materials for specific audiences. 8. Assist with grant writing. 9. Write a press release to promote a nutrition event.		<p style="text-align: center;"><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	4. Refer at least one patient/client to a dietetics professional when services are beyond the scope for the setting. 5. Refer at least one patient/client to PT, OT, SLP, social work, or psychology. 6. Refer at least one patient/client to community services such as food banks/pantry, smoking cessation services, WIC, fuel assistance, etc.		<p style="text-align: center;"><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 2.11: Show cultural humility in interactions with colleagues, staff, clients, patients and the public.	1. Demonstrate appropriate cultural competence and sensitivity by acknowledging food preferences and cultural practices with a patient/client during an individualized educational session. 1. Create culturally competent and realistic goals for a client during an individualized educational session. 2. Identify community needs when		<p style="text-align: center;"><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>

	evaluating a nutrition program or planning nutrition education for the public, paying attention to ethnic/lifestyle differences.		
CRDN 3.7: Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media	<ol style="list-style-type: none"> 1. Develop a marketing plan for an upcoming nutrition workshop or lecture (i.e. brochures, flyers, etc.) 1. Use web-based or social media to communicate with patients/clients (under preceptor supervision) 2. Demonstrate effective communication skills when providing nutrition education to a group or individuals. 		<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 3.8: Design, implement, and evaluate presentations to a target audience.	<p>Develop, implement and evaluate an educational display, visual tool, PSA, or handout for a specified target population.</p> <p>Design, execute and evaluate a group nutrition education session.</p> <p>Develop, implement and evaluate a statewide public relations/prevention focused event (e.g. Food Day, etc).</p>		<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 3.9: Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	Create, implement, and evaluate nutrition education materials in a community setting, taking into account culture, literacy level, and age of target audience.		<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 3.10: Use effective education and counseling skills to facilitate behavior change.	Provide nutrition education to two assigned patients/clients to help facilitate behavior change.		<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 3.11: Develop and deliver products, programs, or services that promote consumer health,	<ol style="list-style-type: none"> 4. Develop a program that directly targets consumers. 5. Develop an employee wellness program or service. 		<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>

wellness, and lifestyle management.	6. Conduct nutrition-related activities associated with statewide nutrition education for health promotion and disease prevention.		
			<p style="text-align: center;"><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
			<p style="text-align: center;"><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>

* Due to the brevity of this rotation, only a summative evaluation will be completed. However, students can meet with the internship director at any time to discuss progress and review questions.

Additional Comments Regarding the Student's Performance and Abilities:

Strengths	Areas for Improvement

I attest that this intern has completed the requirements for this rotation, including meeting the minimum number of specified hours. This may include excused absences for class days.

Preceptor Signature: _____

Date:

Intern Signature: _____

Date:

(in accordance with Simmons University Honor Code)

SIMMONS UNIVERSITY
DIETETIC INTERNSHIP PROGRAM
Student's Evaluation of their Supervised Practice Experiences

Purpose

After each of the rotations, students are asked to evaluate the pros and cons of their rotation. This information is helpful for the sites sponsoring our students, as well as the Simmons University dietetic internship faculty so that they can make any necessary modifications in the program with the aim of providing a positive experience for all parties involved. We ask that you please be as constructive as possible.

Instructions

Please complete this evaluation at the end of each of your rotation experiences. Some questions may not apply to your experience because of the type of rotation or the length of time you spent at the particular rotation. In these instances please use the not applicable (NA) response. We ask that you review the completed evaluation with your instructor(s) at the particular rotation before returning the evaluation to the Simmons University Dietetic Internship Program Director or Assistant Director.

Student's Name (please print) and Signature

Preceptor's Name (please print) and Signature

Name of the Affiliating Site

Dates of Education Experience

Student Evaluation of Their Supervised Practice Experiences

1. *Initial Orientation to the Rotation/Facility*

○ Were you provided with an orientation to the facility, staff and other important resources?

Yes _____ No _____

Comments:

○ During orientation, did you and your preceptor(s) develop a general plan for your rotation?

Yes _____ No _____

Comments:

○ After the orientation, did you, as well as your instructors, have a clear understanding as to what was expected of you? Yes _____ No _____

Comments:

○ Do you have any suggestions for improving your orientation experience to better prepare you for the rotation?

2. Preceptor Assessment

- How many dietitians did you work with? Please provide their names, title and credentials.

3. Other Staffing Experiences

- Were you able to interact with individuals without registered dietitian status, including diet technicians, doctors, food service staff, physical therapists, nurses or speech therapists, for consultation, discussion, conferences, rounds, or lectures?

Yes _____ No _____

Comments:

- How would you describe your experience with these individuals?

4. Supervision and Support Assessment

- Do you feel you were provided with enough quality supervision and support to meet the pertinent competencies and to maximize the amount you learned from this rotation?

Yes _____ No _____

Comments:

○ Do you feel the learning experiences you were provided with were modified based on your previous experiences and level of knowledge?

Yes _____ No _____

Comments:

○ After your preceptor(s) became familiar with your level of proficiency, were you given adequate opportunity to provide staff relief and feel like you were really wearing the shoes of your preceptor(s)? Yes _____ No _____

Comments:

5. Evaluation Sheets and Competency Assessment

○ Do you feel the evaluation sheets and competencies assigned to this rotation were realistic in the time frame and setting provided? Yes _____ No _____

Comments:

○ Did you and your preceptor meet mid-way through your experience to evaluate your progress and make new goals for the remaining time at the rotation?
Yes _____ No _____

Comments:

○ How would you describe the final evaluation/comments of your performance? Did your preceptor(s) make your strengths and weaknesses clear throughout your rotation so there were no major surprises at the end?

6. Student Experience Assessment

○ Please list the various projects, presentations, in-service education programs or other nutrition-related programs that you contributed to during this rotation.

○ Were these valuable experiences? Which would you like more experience with and which did you feel were unnecessary?

○ How would you describe your workload during this rotation?

_____ Too much _____ Too little _____ Just right

7. *Rotation Strengths*

○ Please list the strengths of this rotation.

8. *Areas for Improvement*

○ Please list any suggestions for improving this rotation

9. Assessment of Your Overall Experience

○ How would you best describe your *overall* experience at this rotation?

○ Based on your past experience, and your concept of the “ideal” clinical education experience, how would you rate your clinical education experience at this rotation on a scale of 1 (‘I did not learn as much as I would like’) to 5 (‘I learned a great deal and believe this was a very positive experience’).

**Simmons University Dietetic Internship
Waivers for Prior Learning
2024-2025**

The mission of the Simmons University dietetic internship program is to prepare competent, entry level dietitians. Simmons University recognizes that interns may have gained entry level skill and competence in certain practice areas based on prior learning and experience. Professional work experience, military training, and community service are all examples of events that may have resulted in mastery of some of the competencies as required by ACEND. The Simmons Dietetic Internship Program policy allows dietetic interns to apply for a waiver for prior learning, which can be used to meet specific competencies and can be applied toward supervised practice hours during the internship.

Policy:

- Waivers will only be considered toward food service and/or community rotations.
- As entry level competence in clinical/acute care can only be attained via appropriate supervised practice, no prior learning credit will be granted towards the clinical/acute care rotation.
- Prior experience in the area of eating disorders cannot be used towards the Treatment of Eating Disorders Concentration. Prior experience in a site or practice that caters to treatment of eating disorders may be considered for food service or community credit if appropriate based on the specific experience.
- Up to 4 weeks (for foodservice) and up to 8 weeks (for community, including up to 3 weeks for research-based work) may be granted for a prior learning experience. Approved waiver hours in community or food service will be applied toward the total 1000 required hours of supervised practice. Interns may apply to have competencies approved through prior learning credit from academic work completed as part of a master's program, but hours towards the supervised practice time will not be given for academic work.
- Applicants must have completed a Bachelor's degree prior to the actual experience that the intern is claiming for prior learning credit.
- The experience that the intern is requesting prior learning credit for must not have been part of an undergraduate or DPD certificate program, as these experiences are assumed to have occurred at level lower than the expected level of a dietetic internship.
- Hours counted as prior learning need to be completed post-baccalaureate and before the dietetic internship begins. All hours and experiences considered must be completed prior to the first day of NUTR 451A orientation.
- The recency of prior learning will be considered, with preferred experiences being within the last five years. Less credit may be given for experiences that are older than five years.
- Interns must complete an application for Prior Learning after being accepted into the program, but prior to rotation scheduling (see procedure below).
- After reviewing the application, the Program Director with input from the Assistant director (and others with expertise such as a program preceptor in the area reviewed if

necessary), will determine how many hours of reduced supervised practice will be granted. Specific competencies can only be considered “met” if a qualified preceptor/supervisor has signed off on the specific competency.

- Interns are required to pay all tuition and fees required by the program, even if granted prior learning credit.
- If an intern is granted prior learning credit hours, their rotation schedule will reflect periods of time where the intern does not need to report to a supervised practice site due to “PLC”. Interns are expected to attend all graduate class sessions held during their PLC rotations.
- Graduation and end of program dates will not change regardless of the reduction of supervised hours from prior learning.
- Interns cannot apply for prior learning credit to substitute for required graduate courses associated with the internship program. All interns must complete all required graduate courses associated with the program and the concentration track. If required courses were taken at Simmons University within 5 years prior to the start of the internship, the courses will be accepted for internship credit with no additional paperwork needed.

Procedure:

- The internship faculty will provide all new interns with a copy of the prior learning credit policy within a month after the intern is matched to the program.
- Interns must notify the Program Director and Assistant Program Director of the intention to submit an application by May 15th.
- The program director will provide the intern with Table 1: Prior Learning Activities and Hours. The intern will fill in the appropriate information which allows the Program director to assess the hours and competencies that will be granted.
- Interns should include copies of job descriptions or samples of work that demonstrate the skill achieved. This should be submitted to support the information in Table 1.
- Documentation to support the application must include a letter from the supervisor to verify the experience. The letter should include a description of the activities performed, as well as an estimate of the number of hours spent on competency-related activities.
- Applications are due to the Program Director by June 1.
- The Program Director will review the application during the month of June and will accept, reject, or request more information from the applicant. The applicant will be notified of the results by July 1.
- Interns can appeal decisions up to August 15th by requesting in writing that the internship director have two current preceptors with expertise in that area of the experience review the application. The internship faculty and the intern will abide by the decision of the expert preceptors. If there is disagreement among the two preceptors selected for the initial review, additional preceptors may be asked to give an opinion. Every effort will be made to determine the final outcome prior to the beginning of orientation for NUTR 451A.

Planned experiences in the summer immediately prior to internship:

- A letter/email of intent with a description of the planned experience, information about the agency, and the position and qualifications of the supervisor of the experience must be submitted and approved prior to the beginning of the experience.
- The letter/email of intent is due to the Assistant Program Director no later than May 15th.
- The Assistant Director and Program Director will review the application and will accept or reject the applicant's request to count the experience as supervised practice hours. The applicant will be notified of the results by June 1.
- The applicant must submit all documentation of the experience including hours and competencies credit requested prior to the first day of orientation in NUTR 451A. The program director and assistant director will review the documentation and make a final decision by September 30th regarding whether prior learning credit will be granted. If prior learning credit is not granted, the intern may be required to stay beyond the planned end of the internship program to complete hours or competencies. The intern also may be required to find their own placement to complete their experiences.
- Interns can appeal decisions by submitting a written request that the DI faculty arrange a review by at least two preceptors with expertise in that area of practice.

Specific projects:

- Prior learning waivers may be granted for specific projects such as the Research Poster. If interns have previously completed similar projects, a copy of the work shall be submitted to the Program Director for approval. If accepted, the intern is exempt from having to complete that assignment for the internship and will receive credit for completion of competencies associated with that assignment. Submission deadlines should be negotiated with the Program Director.

Name: _____
 Anticipated Start Date: _____
 Email: _____

**Table 1: Prior Learning Activities and Hours
 ACEND Learning Objectives & Competencies Table**

N.O. = Not Observed

2022 Standards – Domain 1	Activity completed to achieve learning objectives/competency	Date(s) and Location(s)	Hours Spent	Evaluation
CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>

current and/or new technologies.				
CRDN 1.5 Incorporate critical-thinking skills in overall practice.				<p align="center">Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p align="center">Preceptor - Final Not Met Met Exceeds N.O.</p>

2022 Standards – Domain 2	Activity completed to achieve learning objectives/competency	Date(s) and Location(s)	Hours Spent	Evaluation
CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.				<p align="center">Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p align="center">Preceptor - Final Not Met Met Exceeds N.O.</p>
CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.				<p align="center">Student - Final Not Met Met Exceeds N.O.</p> <hr/> <p align="center">Preceptor - Final Not Met Met Exceeds N.O.</p>
CRDN 2.3 Demonstrate active participation, teamwork and				<p align="center">Student - Final Not Met Met Exceeds N.O.</p>

contributions in group settings.				Preceptor - Final Not Met Met Exceeds N.O.
CRDN 2.4 Function as a member of interprofessional teams.				Student - Final Not Met Met Exceeds N.O. <hr/> Preceptor - Final Not Met Met Exceeds N.O.
CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines.				Student - Final Not Met Met Exceeds N.O. <hr/> Preceptor - Final Not Met Met Exceeds N.O.
CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.				Student - Final Not Met Met Exceeds N.O. <hr/> Preceptor - Final Not Met Met Exceeds N.O.
CRDN 2.7 Apply change management strategies to achieve desired outcomes.				Student - Final Not Met Met Exceeds N.O. <hr/> Preceptor - Final Not Met Met Exceeds N.O.
CRDN 2.8 Demonstrate negotiation skills.				Student - Final Not Met Met Exceeds N.O. <hr/> Preceptor - Final Not Met Met Exceeds N.O.
CRDN 2.9 Actively contribute to nutrition and dietetics professional and community organizations.				Student - Final Not Met Met Exceeds N.O. <hr/> Preceptor - Final Not Met Met Exceeds N.O.
CRDN 2.10 Demonstrate professional attributes in all areas of practice.				Student - Final Not Met Met Exceeds N.O. <hr/> Preceptor - Final Not Met Met Exceeds N.O.

CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.				<p align="center"><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p align="center"><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.				<p align="center"><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p align="center"><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 2.13 Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.				<p align="center"><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p align="center"><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
2022 Standards –Domain 3	Activity completed to achieve learning objectives/competency	Date(s) and Location(s)	Hours Spent	Evaluation
CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.				<p align="center"><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p align="center"><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 3.2 Conduct nutrition focused physical exams.				<p align="center"><i>Student - Final</i> Not Met Met Exceeds N.O.</p>

				<p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation).				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>

CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.				<p align="center"><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p align="center"><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 3.7 Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.				<p align="center"><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p align="center"><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 3.8 Design, implement and evaluate presentations to a target audience				<p align="center"><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p align="center"><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 3.9 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.				<p align="center"><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p align="center"><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.				<p align="center"><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p align="center"><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>

CRDN 3.11 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 3.12 Deliver respectful, science-based answers to client questions concerning emerging trends.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
*****CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
*****CRDN 3.14 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>

2022 Standards – Domain 4	Activity completed to achieve learning objectives/competency	Date(s) and Location(s)	Hours Spent	Evaluation
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*****CRDN 4.1 Participate in management functions of human resources (such as training and scheduling).				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
*****CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 4.3 Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
*****CRDN 4.5 Analyze quality, financial and productivity data for use in planning.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
*****CRDN 4.6 Propose and use procedures as appropriate to the practice				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>

setting to promote sustainability reduce waste and protect the environment.				
CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of cost and benefits.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 4.9 Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>
CRDN 4.10 Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk				<p><i>Student - Final</i> Not Met Met Exceeds N.O.</p> <hr/> <p><i>Preceptor - Final</i> Not Met Met Exceeds N.O.</p>

management plan, or risk due to clinical liability or foodborne illness).				
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NOTE: If you are applying to waive your food service rotation, all of the competencies with ***** noted MUST have been met on this application.

Food Service Competencies and Examples of How to Complete Them:

CDRN	Examples of Planned Experience
<p>CRDN 4.1***** Participate in management functions of human resources (such as training and scheduling).</p>	<ul style="list-style-type: none"> ● Assist in development of a performance-based employee evaluation. ● Utilize the performance evaluation tool to assess an employee in a mock-type situation. ● Participate in payroll, training, scheduling or hiring processes.
<p>CRDN 4.2***** Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.</p>	<ul style="list-style-type: none"> ● Oversee and coordinate a safety and sanitation inspection by the food service staff in accordance with local health regulations. ● Plan, organize and direct sanitation training for a nutrition program site based on Hazard Analysis Critical Control Points Models (HACCP). ● Coordinate and implement nutritional training for one case manager or site manager, modifying lessons based on the manager’s experience.
<p>CRDN 4.5***** Analyze quality, financial, and productivity data for use in planning.</p>	<ul style="list-style-type: none"> ● Calculate menu budget costs ● Assess current budget to ensure the revenues are covering the costs ● Complete payroll for food service operation.
<p>CRDN 4.6***** Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.</p>	<ul style="list-style-type: none"> ● Make written or verbal recommendations for products that could be ordered that would reduce waste. ● Research which products in the catalog contain greater percentages of recycled materials and create a list of those products with a price comparison to what the facility currently orders. ● Research sources of local ingredients with a cost comparison to what the facility currently uses.
<p>CRDN 3.13***** Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.</p>	<ul style="list-style-type: none"> ● Oversee the procurement, distribution and service of food within a food service facility for a day. ● Oversee the procurement, distribution and service of food within the facility for a special program or item.

<p>CRDN 3.14***** Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups, and individuals.</p>	<ul style="list-style-type: none"> • Coordinate and direct menu planning meetings to ensure that the menus accommodate the largest segment of the population generally served at the food service facility. • Select and modify a recipe to meet all therapeutic diets available at the food service facility.
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Community Competencies and Examples of How to Complete Them:

CDRN	Examples of Planned Experience
<p>CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.</p>	<ul style="list-style-type: none"> • Develop and implement an evaluation tool to measure the effectiveness of an ongoing community-based food and nutrition program. • Oversee the development and implementation of a survey to analyze the effectiveness of nutrition service/practice in a community setting. Based on the survey results, make recommendations for changes. • Use labs, anthropometric measures, medications for at least 3 patient assessments in a community health care setting.
<p>CRDN 1.3: Justify programs, products, services and care using appropriate evidence or data.</p>	<ul style="list-style-type: none"> • Perform chart reviews by evaluating records of patients seen by nutrition department for evidence of improvement in blood sugar, weight, cholesterol levels, etc. • Assist with billing clients for insurance reimbursement. • Justify patients seen in relation to reimbursement request.
<p>CRDN 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.</p>	<ul style="list-style-type: none"> • Review the Code of Ethics for the Profession of Dietetics located in the student handbook. • Demonstrate behavior consistent with The Code of Ethics for the Profession of Dietetics. • Interns must complete the online HIPAA certificate training before the start of rotations.

CRDN 2.2: Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures)	<ul style="list-style-type: none"> • Write an article or a blog for a site’s website or newsletter. • Create education materials for specific audiences. • Assist with grant writing. • Write a press release to promote a nutrition event.
CRDN 2.3: Demonstrate active participation, teamwork, and contributions in group settings.	<ul style="list-style-type: none"> • Participate in an interdisciplinary health center staff meeting or case conference. • Assist with group education sessions or workshops. • Participate in nutrition program planning meetings. • Attend a meeting aimed at the development of statewide or local nutrition policies.
CRDN 2.4: Function as a member of interprofessional teams.	<ul style="list-style-type: none"> • Present and discuss nutritional recommendations for one patient at interprofessional rounds for an assigned patient. • Participate in a nutrition policy or event planning meeting where other professional disciplines are present. • Obtain information and resources from social services (such as social workers, case managers) when working with clients in the community.
CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	<ul style="list-style-type: none"> • Refer at least one patient/client to a dietetics professional when services are beyond the scope for the setting. • Refer at least one patient/client to PT, OT, SLP, social work, or psychology. • Refer at least one patient/client to community services such as food banks/pantry, smoking cessation services, WIC, fuel assistance, etc.
CRDN 2.10*****: Demonstrate professional attributes in all areas of practice.	<ul style="list-style-type: none"> • Demonstrate a client focus and use of appropriate time management and work priorities when initiating the activities necessary to conduct a community-based health promotion/disease

	<p>prevention program to address the most common nutritional needs/risks of clients frequenting a CHC.</p> <ul style="list-style-type: none"> ● Participate in educating local government agencies and pertinent professionals on the policies and procedures for new or existing nutrition programs. ● Manage a project demonstrating good ability to prioritize needs and time management.
CRDN 2.11: Show cultural humility in interactions with colleagues, staff, clients, patients and the public.	<ul style="list-style-type: none"> ● Demonstrate appropriate cultural humility and sensitivity by acknowledging food preferences and cultural practices with a patient/client during an individualized educational session. ● Demonstrate appropriate cultural humility and sensitivity when interacting with colleagues and staff in a community setting.
CRDN 2.12: Implement culturally sensitive strategies to address cultural biases and differences.	<ul style="list-style-type: none"> ● Create culturally sensitive and realistic goals for a client during an individualized educational session. ● Identify community needs when evaluating a nutrition program or planning nutrition education for the public, paying attention to ethnic/lifestyle differences.
CRDN 3.1: Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.	<ul style="list-style-type: none"> ● Perform the Nutrition Care Process on at least two clients in a community setting including pregnant women, children, or other clients with unique health conditions (overweight, obesity, diabetes, cholesterol management, women’s health, etc). ● Perform the Nutrition Care Process in a mock patient assessment/interview.
CRDN 3.7: Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.	<ul style="list-style-type: none"> ● Develop a marketing plan for an upcoming nutrition workshop or lecture (i.e. brochures/flyers, social media, etc.) ● Use web-based or social media to communicate with patients/clients (under preceptor supervision) ● Demonstrate effective communication and documentation skills when providing nutrition education to a group or individuals.

<p>CRDN 3.8: Design, implement, and evaluate presentations to a target audience.</p>	<ul style="list-style-type: none"> ● Develop, implement and evaluate an educational display, visual tool, PSA, or handout for a specified target population. ● Design, execute and evaluate a group nutrition education session. ● Develop, implement and evaluate a statewide public relations/prevention focused event.
<p>CRDN 3.9: Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.</p>	<ul style="list-style-type: none"> ● Create, implement, and evaluate nutrition education materials in a community setting, taking into account culture, literacy level, and age of target audience. Develop and evaluate recipes to be given out to patients/clients or used during nutrition education cooking sessions.
<p>CRDN 3.10: Use effective education and counseling skills to facilitate behavior change.</p>	<ul style="list-style-type: none"> ● Provide nutrition education to two assigned health center patients/clients to help facilitate behavior change. ● Perform a mock counseling session.
<p>CRDN 3.11: Develop and deliver products, programs, or services that promote consumer health, wellness, and lifestyle management.</p>	<ul style="list-style-type: none"> ● Develop a program that directly targets consumers. ● Develop an employee wellness program or service. ● Conduct nutrition-related activities associated with statewide nutrition education for health promotion and disease prevention.
<p>CRDN 3.12: Deliver respectful, science-based answers to client questions concerning emerging trends.</p>	<ul style="list-style-type: none"> ● Provide evidence-based answers to patient questions during an individualized or group nutrition session. ● Implement an “Ask the Dietitian” information booth in the lobby/waiting area. Answer all consumer questions using science-based information and with consideration of emerging trends.
<p>CRDN 3.14: Develop and evaluate recipes, formulas, and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups, and individuals.</p>	<ul style="list-style-type: none"> ● Develop and/or review menus for appropriateness based on dietary and health needs and cultural appropriateness of the population most often using nutrition services at a CHC or dietetic practice. ● Develop and evaluate recipes to be given out to patients/clients or used during nutrition education cooking sessions. ● Develop and/or alter recipes to ensure that the menus accommodate the largest segment of the population being served at the program.

<p>CRDN 4.2: Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.</p>	<ul style="list-style-type: none"> ● Oversee and coordinate a safety and sanitation inspection by the food service staff in accordance with local health regulations. ● Plan, organize, and direct sanitation training for a nutrition program site based on Hazard Analysis Critical Control Points Models (HACCP). ● Coordinate and implement nutritional training for one case manager or site manager, modifying lessons based on the manager's experience.
<p>CRDN 4.3: Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).</p>	<ul style="list-style-type: none"> ● Choose one area of a nonprofit or state government organization's Nutrition Program to assess and evaluate. As part of the assessment and evaluation, design surveys. Summarize the outcomes and make recommendations for modifications.
<p>CRDN 4.4: Apply current information technologies to develop, manage and disseminate nutrition information and data.</p>	<ul style="list-style-type: none"> ● Use a nutrition analysis program when analyzing recipes used at a congregate meal site or other feeding program. ● Utilize electronic medical record system to review and/or input pertinent nutritional data into the medical records (if available) of at least two patients/clients. ● Utilize survey tools to assess and monitor the nutritional needs of communities.
<p>CRDN 4.5: Analyze quality, financial, and productivity data for use in planning.</p>	<ul style="list-style-type: none"> ● Choose one area of a nonprofit or state government organization's Nutrition Program to assess and evaluate. As part of the assessment and evaluation, design surveys. Summarize the outcomes and make recommendations for modifications.
<p>CRDN 4.6: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.</p>	<ul style="list-style-type: none"> ● Make written or verbal recommendations for products that could be ordered that would reduce waste. ● Research which products in the catalog contain greater percentages of recycled materials and create a list of those products with a price comparison to what the facility currently orders. ● Research sources of local ingredients with a cost comparison to what the facility currently uses.

CRDN 4.9: Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.

- Participate in the coding and billing of dietetics/nutrition services for at least one client seen in the nutrition department of a CHC or dietetics practice.
- Research the nutrition benefits for various health insurance plans and determine which of these plans are accepted by a CHC or dietetic practice.