

**Marshall University  
Dietetic Internship**



***Preceptor Handbook  
2024-2025***

**Department of Dietetics**

## **Table of Contents**

Welcome and Overview .....	3
Role of Preceptor .....	5
Tips for Preceptors.....	5
Handling Difficult Situations.....	8
Evaluation .....	8
ACEND Knowledge Requirements.....	10
ACEND Preceptor Requirements.....	10
More about Precepting.....	10
Preceptor Checklist for Intern Orientation to Facility - Example.....	32
Relevant Experience and Project Ideas.....	33
Dietetics Faculty & Staff.....	35
Additional Resources .....	36
References .....	38

## Welcome and Overview

We would like to thank each of you for your willingness to serve as a preceptor for Marshall University's on-site or distance internship program. You are helping prepare our next generation of professionals and we are extremely grateful for your time and participation. This handbook is a means of providing beneficial information that will assist you in your role as a preceptor, but please know that we are always available to answer any questions you may have.

Below, you will find an overview of Marshall University Dietetic Internship (MUDI) programs. Marshall is located in Huntington, West Virginia and the internships are housed within the Department of Dietetics in the College of Health Professions. Our internships are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Accreditation Council for Education in Nutrition and Dietetics of the  
Academy of Nutrition and Dietetics  
120 South Riverside Plaza, Suite 2190  
Chicago, Illinois 60606-6995  
312.899.0040 ext. 5400  
<https://www.eatrightpro.org/acend>

The MUDI is combined with the Master's of Science in Dietetics program and is a one-year program that combines a minimum of 1000 supervised practice hours and 36 hours of graduate coursework.

Fall coursework includes:

- DTS 670 Advanced Medical Nutrition Therapy I
- DTS 690 Research Applications in Dietetics
- DTS 675 DI Practicum I
- DTS 672 Diabetes and Nutrition Management

Spring coursework includes:

- DTS 679 Advanced Medical Nutrition Therapy II
- DTS 673 Administrative Dietetics
- DTS 676 DI Practicum II
- DTS 671 Sports Nutrition
- Approved Elective

Summer coursework includes:

- DTS 677 DI Practicum III
- DTS 508 Nutrition Cardiac Disease
- DTS 674 Food Allergies and Intolerances

Electives taken outside the department depend on student interests, but typically include courses in counseling, psychology, exercise physiology, public health, or health care administration.

For a description of the Dietetic Internship Courses, please consult the Graduate Catalog corresponding to the appropriate dietetic internship year:

<http://www.marshall.edu/catalog/graduate-catalogs/>

**Program Mission:**

The mission of the MUDI is to develop successful, entry-level Registered Dietitian Nutritionists who are able to promote optimal nutrition and health to individuals, groups, and communities by providing a variety of nutrition experiences in urban and rural areas.

**Program Goals:**

1. Provide comprehensive experiences in school and community nutrition, foodservice management, and medical nutrition therapy.
2. Prepare graduates who are competent entry-level practitioners.

**Location:**

The on-site dietetic internship is based in Huntington, WV. Rotations for these interns will be planned and scheduled by the dietetic internship director and include facilities within an 80-mile radius. Conversely, the distance internship will include interns (and preceptors) participating in rotations nation-wide. Interns are responsible for finding preceptors in the geographic region in which they live and scheduling rotations with the approval of the distance dietetic internship coordinator.

**Supervised Practice Rotations:**

Supervised practice rotations will be completed in the following areas:

- Medical Nutrition Therapy
- Community Nutrition and Public Health
- School Nutrition Education
- Foodservice Management

**Vacations, Holidays, and Absence:**

Supervised practice rotations may be scheduled during University holidays in order to attain the appropriate number of hours to complete accreditation requirements. The 2024-2025 onsite internship's schedule includes the following dates that are inconsistent with the University's calendar:

- *Orientation:* August 12-16, 2024
- *Thanksgiving Break:* November 25-29, 2024
- *Winter Break:* December 16, 2024 – January 13, 2025
- *Memorial Day:* May 26, 2025 – Depending on the assigned rotation, interns will either be scheduled to work this day or an alternative day will be assigned by the preceptor.
- *Rotation Completion Date:* June 20, 2025
- *Internship Completion Date:* Marshall August Graduation Date

Distance internship schedules will vary; however, graduate coursework will follow the University's calendar.

Rotation days missed as a result of any excused absence, (i.e. appointment, illness, death in family) will be rescheduled for completion at another time determined by the preceptor and intern.

An extended absence due to illness, or other extenuating circumstance, will be handled on an individual basis involving the intern and Internship Director/Coordinator. Rotations will be rescheduled based on availability of preceptors, but may not be identical to what was originally planned.

## **Role of Preceptor**

Your role as a preceptor is to share your knowledge, skills, and expertise through supervised practice experiences and prepare interns to be entry-level registered dietitian nutritionists. Preceptors provide thoughtful and constructive feedback to support intern learning and self-sufficiency. They serve as role models and openly share professional knowledge while listening and learning from interns.

Interns have a foundational knowledge base in nutrition and dietetics, but may have limited experience in working with patients/client and in leadership roles. An internship enables the intern to put didactic knowledge to practice and develop critical thinking skills in the “real-world” setting. This practice time builds professional confidence and prepares the interns for a career in dietetics.

## **Tips for Preceptors**

### **Before your intern arrives:**

- Your intern will be in contact with you no later than a week before they are scheduled to arrive at your facility to receive instructions for their first day with you
- Be sure to let the intern know where to park, the dress code for your facility (lab coat needed?), where to meet you on the first day, and any information/resources they need to bring with them

### **First Day/Week Tips:**

- Establish ground rules
- Define and discuss expectations
- Discuss competencies to be met during the rotation and work with interns to develop a plan for completion
- Explain work norms at your facility
- Introduce intern to staff they will be working with
- Provide a tour of your facility
- Ensure that interns knows where to park, the dress code, and work times
- Identify your role within your organization
- Ask your intern about his or her strengths and interests. You may find they have talents or skills that can benefit you and your organization
- Ask your intern about his or her expectations for the rotation
- Have a plan for the first day
- Tell your intern about yourself
- If possible, provide a tentative schedule for the rotation
- Discuss your preferred method to co-signing documentation, if needed

### **Adult Learning Strategies:**

- **DR FIRM**
  - **D: Demonstration, presentation, and problem solving**
  - **R: Rehearsal**
  - **F: Feedback and Correction**
  - **I: Independent Practice**
  - **R: Review**
  - **M: Motivate to persevere**

**Demonstration:**

- Let interns observe early in the rotation and discuss the steps you have taken to complete a task
- Show interns what you do on a day-to-day basis. In the clinical setting, this includes details of calculating nutrient needs, providing education, and providing recommendations, as these will vary from facility to facility
- Stick to the important points and help the intern develop problem-solving skills
- Describe your short cuts, if any, or tips and why you use them

**Rehearsal:**

- Have the intern role play your job. Ask them: if this was your patient/client, what would you do? Or, if you were leading this meeting, what would you say?
- Evaluate by observing performance
- Explain how much time should be spent on certain tasks to improve time-management skills

**Feedback and Correction:**

- Feedback should be open, corrective, and specific
- Show empathy
- Emphasize thoroughness
- Errors should be corrected and interns should repeat tasks as appropriate
- Be specific
- Ask interns questions that patients or staff might ask
- Ask an intern to describe how they determined nutrient needs or how they assessed patient understanding after providing a diet instruction

**Independent Practice:**

- Time to let them go, although interns should feel free to ask questions when necessary
- Set deadlines for specific tasks. Set up times during the day to check in with you

**Review:**

- Observe or have interns demonstrate an assigned tasks
- Highlight both strengths and weaknesses
- Have interns rehearse as needed

**Motivate:**

- Praise intern for tasks that were completed correctly

- Encourage learning at your facility by creating a positive work environment
- When appropriate, allow the intern to complete tasks independently
- Relay positive comments you have heard about the intern from other healthcare practitioners

Preceptors who are energetic and enthusiastic stimulate student learning and interest. When needed, work with the intern to find answers to their questions. You will learn from interns as they will learn from you.

### **Successful Preceptors:**

- Create a positive learning environment
- Are accessible
- Provide feedback and evaluate student performance (both positive and constructive)
- Guide interns while promoting problem-solving skills
- Have a positive attitude
- Demonstrate professional ethics and work within the scope of practice for RDN's
- Create an atmosphere for open, clear communication
- View interns positively
- Challenge interns to perform
- Remember that interns are preparing for entry-level work
- Provide direction to interns, as needed
- Have reasonable expectations
- Are open to feedback, just as your interns will be
- Ask for the intern's ideas

### **Intern Needs/ Expectations:**

During supervised practice, interns will be expected to put classroom knowledge into practice and further develop their critical thinking skills. The intern's expectations of the rotation should be discussed on the first day. Most interns are enthusiastic and want to learn all they can. If an opportunity arises to observe or participate in a swallowing evaluation, surgery, wound care rounds, staff meeting, job interview, etc., keep the intern in mind and ask if they can participate. Be supportive and encourage your intern to ask questions so they can make the most of the experience.

### **Responsibilities of the Intern:**

- Prepare for and participate in all supervised practice activities
- Assume responsibility for their own learning and be self-directed learners
- Demonstrate professional attributes: timeliness, organization, respect, a positive attitude, motivation, open-mindedness, flexibility, and patience
- Communicate regularly with preceptors regarding expectations, progress, questions, and difficulties
- Be respectful of preceptors' willingness to precept
- Expect a challenging supervised practice experience and recognize that skills will take years to develop
- Manage time efficiently

- Ask for guidance when needed
- Be open to feedback
- Build relationships

## Handling Difficult Situations

### Difficult situation may arise if:

- Students have inadequate knowledge prior to the rotation
- Skill deficiencies are present (not able to translate information learned in class to the work setting)
- Personality difficulties are present (poor communication skills)
- Situation difficulties are present (inability to cope with certain populations due to personal reasons- ex. a student has a family member with Alzheimer's and they are unable to handle working with this population)

### Suggestions for dealing with student problems:

- Frequent, on-going evaluation
- Specify the issues of concern when discussing problems with the intern
- Problems should be identified and dealt with as early as possible. Bad habits are reinforced through repetition so it is important to correct them quickly
- Rules and expectations need to be communicated clearly
- Talk to student about feelings that make them apprehensive or hesitant
- Describe the student's behavior rather than judge it
- Provide specific feedback, not general
- Time your feedback appropriately; it should be provided shortly after completion of a task
- Check for understanding to ensure clear communication
- Inform the internship director (onsite) or coordinator (distance) of any communication when dealing with intern problems

## Evaluation

The most important and challenging role for the preceptor is evaluating the intern's performance. Evaluation should be on-going and frequent to help modify skills and behaviors if needed.

### Tips for evaluation:

- Evaluation is part of the learning process and can help build an intern's confidence in professional practice
- Midpoint evaluations, completed in rotations lasting four weeks or longer, provide feedback on areas for improvement
- Final evaluations, completed at the end of rotations, detail an intern's strengths and areas that may need improvement as additional rotations are completed
- Results of the final evaluation should NEVER come as a complete surprise since feedback is provided throughout the rotation



- Evaluations can be helpful to the preceptor if they are used to identify areas of strength or areas for improvement in rotation activities

### **Evaluation Documentation:**

The MUDI uses the online reporting system, Exxat, for documentation of weekly reports and intern evaluations.

**Weekly Reports** - Weekly reports are completed by the intern and include a summation of accomplished activities and learning outcomes, days and hours worked, and other pertinent information. Once the intern completes his or her weekly report, it is electronically sent to the preceptor for verification. The preceptor is responsible for reading the report and verifying the information provided reflects what was accomplished during that week. If you do not agree with the report or would like more information added, please contact Mallory (for on-site interns) or Tim (for distance interns) and we will send the report back to the student to edit.

**Midpoint Evaluations** - Rotations lasting four weeks or longer require a midpoint evaluation to identify any potential areas for improvement prior to the final evaluation. Preceptors are, however, encouraged to provide steady feedback throughout the rotation to allow for redirection and reinforcement as needed. Preceptors will receive an e-mail link the week the mid-point or final evaluation is to be completed, providing access to the evaluation form. Be sure to discuss the evaluation with the intern before submitting. Please provide comments as needed. Once the preceptor submits the evaluation, the intern will view and sign off on the evaluation, it is then available for the internship director to review.

**Final Evaluations** – No matter the length, interns will be evaluated at the end of all rotations on both competencies and professional attributes. Preceptors will receive an e-mail link the week the final evaluation is to be completed, providing access to the evaluation form. Once completed, preceptors should discuss the evaluation with the intern to identify strengths and areas which may need improvement or additional practice. Please provide comments as needed. Once the preceptor submits the evaluation, the intern will view and sign off on the evaluation, it is then available for the internship director to review.

In the event an intern receives a score of less than “meets expectations” on an evaluation item, some type of remedial work is required. The student, preceptor, and internship director/coordinator will discuss and agree upon remediation requirements. These will vary according to the situation. Requirements for remediation will be placed in the intern’s file and upon completion of remedial work, the preceptor and director/coordinator will determine the intern’s ability to continue rotations as assigned.

Please note, you will only receive one email with the link for the evaluation/weekly report (no reminder emails will be sent) and you have 90 days to complete the evaluation or sign off on the weekly report before it becomes inactive.

## ACEND Knowledge Requirements

Dietetic internship competencies and suggested activities to meet these knowledge requirements are listed on the following pages. Competencies have been organized by the rotation in which they will be evaluated. Understandably, each facility will offer different learning experiences; therefore, the activities proposed to meet competencies are suggestions and may be met in other ways as well.

## ACEND Preceptor Requirements

Program preceptors must be trained on strategies to recognize biases in self and others and reduce instances of microaggressions and discrimination. For the MUDI, preceptors must complete training on this topic every 3 years. If this is your first year as a preceptor for our program, please complete this training before working with interns. This training can be met through workplace training, FNCE or state AND sessions, or other ACEND resources.

You can find many different ACEND continuing education sessions for diversity, equity, and inclusion [here](#). Please keep records of training completion.

## More about Precepting

- The preceptor tab on the Department of Dietetics' website contains useful information and we recommend utilizing this resource as needed. Additionally, more detailed information about both dietetic internships can be found [here](#).
- The Accreditation Council for Education in Nutrition and Dietetics (ACEND) offers a free on-line preceptor training program. This learning module offers 8 CPEU's upon successful completion of the program. It is not necessary for participants to be members of the Academy of Nutrition and Dietetics in order to take this course. The course is titled Dietetics Preceptor Training Program and can be found at: <https://www.eatrightpro.org/acend/acend-training-and-volunteer-opportunities/preceptors-and-mentors/preceptor-training-program>. This training is very beneficial and we encourage you to complete it when you have the chance.
- The Commission on Dietetic Registration (CDR) allows a maximum of 3 CEU's per year for preceptorship. Please visit their website for more information: <https://www.cdrnet.org/cpeu-credit-for-preceptors>.
  - If interested in receiving these CEU's, please complete the [Preceptor Confirmation and Self-Reflection Form](#) and email to Mallory (on-site preceptors) or Tim (distance preceptors) for a signature.
- Networking with other preceptors at local, state, and national meetings is helpful in sharing ideas and strategies that are beneficial to the process.
- In addition to this handbook, please complete our preceptor orientation course: <https://mudipreceptortraining.thinkific.com/>.

- NDEP Preceptor Resources: <https://www.eatrightpro.org/ndep/preceptor-resources/ndep-preceptor-resources>.
  - Includes a Preceptor Resource Toolkit: [NDEP Preceptor Resource Tool Kit.docx \(eatrightpro.org\)](#) .

## Medical Nutrition Therapy

### Competencies to be Evaluated During Rotation

Must receive a score of 2 or 3 on Evaluation to count for Competency Completion

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
<p>CRDN 1.2: Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.</p>	<p>-Medical Nutrition Therapy                      -Community Nutrition                      -School Nutrition Education                      -DTS 670/679 – Advanced Medical Nutrition Therapy I and II                      -DTS 690 – Research in Dietetics                      -DTS 673 – Administrative Dietetics                      -Evaluated during MNT rotation and through coursework</p>	<p>Intern will demonstrate his/her ability to evaluate and utilize evidence-based guidelines, literature reviews, and scientific literature in practice and on assignments. Intern will identify and use current research regarding best practices for providing nutrition education and medical nutrition therapy.</p>	<ul style="list-style-type: none"> <li>• Intern will document in weekly report and provide evidence of MNT Case Studies in portfolio</li> <li>• Class instructors will evaluate on specific assignments</li> <li>• MNT preceptor and internship director or coordinator will evaluate from case study presentations</li> </ul>
<p>CRDN 1.3: Justify programs, products, services, and care using appropriate evidence or data.</p>	<p>-School Nutrition Education or                      -Community Nutrition                      -Medical Nutrition Therapy                      -Evaluated during MNT and School Nutrition rotations</p>	<p>Intern will provide justification for a grant-funded nutrition education program and will justify decisions made for the nutritional intervention of case study patients.</p>	<ul style="list-style-type: none"> <li>• Intern will document in weekly report and upload opinion paper and MNT case studies in portfolio</li> <li>• Preceptor and internship director or coordinator will evaluate opinion paper</li> <li>• MNT preceptor and internship director or coordinator will evaluate clinical case studies</li> </ul>
<p>CRDN 1.4: Conduct projects using appropriate research or quality improvement methods, ethical procedures, and data analysis utilizing current and/or new technologies.</p>	<p>-Medical Nutrition Therapy                      -Foodservice Management                      -Evaluated during MNT Rotation</p>	<p>Intern will conduct projects, including clinical case studies and foodservice management project, using appropriate research strategies and ethical procedures, as well as appropriate and accurate data analysis. Interns will utilize</p>	<ul style="list-style-type: none"> <li>• Interns will document in weekly report and provide evidence in portfolio with clinical case studies</li> <li>• MNT preceptor and internship director or coordinator will evaluate clinical case studies</li> </ul>

		current technologies to conduct projects, including, but not limited to EMR's, electronic peer-reviewed journals, operating systems, and/or nutrition analysis software.	
--	--	--	--

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 1.5: Incorporate critical thinking skills in overall practice.	-All Rotations -Evaluated during MNT Rotation	Intern will compile and use multiple sources of information to influence his/her decision making process. Intern will also synthesize information from the medical record and patient or family to plan appropriate nutritional interventions for individual patient care.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report and provide evidence in portfolio with clinical case studies</li> <li>• MNT preceptor and internship director or coordinator will evaluate clinical case studies</li> <li>• MNT preceptor will evaluate skills during application of the Nutrition Care Process</li> </ul>
CRDN 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.	-All Rotations -Evaluated during MNT and Community Rotations	Intern will adhere to the Scope of Professional Practice (SOPP) and the Code of Ethics (COE) throughout the internship. These documents are located in the DI and DDI Handbooks.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• MNT preceptor will evaluate based on Nutrition Care Process activities Community preceptor will evaluate adherence to SOPP and COE during community presentation</li> </ul>
CRDN 2.3: Demonstrate active participation, teamwork, and contributions in group settings.	-All Rotations -Evaluated during MNT rotations	Opportunities to participate in groups will be available in multiple settings including LTC (resident care meetings), acute care (rounds or discharge planning), and FSM (staff meetings/in-services).	<ul style="list-style-type: none"> <li>• Intern will document participation in weekly reports</li> <li>• MNT preceptor will evaluate based on Nutrition Care Process activities</li> </ul>
CRDN 2.4: Function as a member of interprofessional teams.	-Medical Nutrition Therapy	Intern will function as a member of the Interprofessional team through participation in care plan meetings, rounds, discharge planning, and/or inter-department meetings.	<ul style="list-style-type: none"> <li>• Intern will document participation in weekly reports</li> <li>• MNT preceptor will evaluate based on Nutrition Care Process activities</li> </ul>

<b>Competency/Outcome</b>	<b>Expected Rotations or Didactic Assignments</b>	<b>Planned Experience(s)</b>	<b>Evaluation Strategies</b>
CRDN 2.5: Work collaboratively with NDTRs and/or support personnel in other disciplines.	-Medical Nutrition Therapy	Intern will work collaboratively with support personnel regarding patient care activities where appropriate. This may include NDTRs, dietary clerks or aides, foodservice staff, CNAs, nursing, pastoral care, social work, speech language pathology, occupational therapy, physical therapy, and pharmacy.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• MNT preceptor will evaluate based on Nutrition Care Process activities</li> </ul>
CRDN 2.6: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	-Medical Nutrition Therapy	When issues are acknowledged to be out of the intern's scope of practice, intern will refer patients to other professionals including, but not limited to, nursing, pastoral care, social work, speech language pathology, occupational therapy, physical therapy, and pharmacy.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• MNT preceptor will evaluate based on participation in Nutrition Care Process activities</li> </ul>
CRDN 2.8: Demonstrate negotiation skills.	-All Rotations -Evaluated during School Nutrition/ Community Nutrition and MNT rotations	Intern will have the opportunity to demonstrate negotiation skills in many rotations, including school nutrition (encouraging children to try new foods), MNT (differing opinions between nutrition recommendation and patient/client desires, goal setting, promoting behavior change), and FSM (therapeutic diets/menu changes).	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• School or Community Nutrition preceptor will be evaluated based on performance during Nutrition Education Presentation</li> <li>• MNT preceptor will evaluate based on participation in Nutrition Care Process activities</li> </ul>
CRDN 2.10: Demonstrate professional attributes in all areas of practice.	-All rotations -Evaluated during MNT rotation	Opportunities to demonstrate and improve professional attributes	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> </ul>

		will present throughout the internship. Examples include independently organizing daily activities in management and MNT rotations, participating in quality assurance studies, showing initiative in rotations and being proactive.	<ul style="list-style-type: none"><li>• MNT preceptor will evaluate based on participation in Nutrition Care Process activities</li></ul>
--	--	--	---



Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 2.11: Show cultural humility in interactions with colleagues, staff, clients, patients, and the public.	-All rotations -Evaluated during MNT rotation	Intern will interact with peers, preceptors, faculty, staff, patients, and clients showing humility to individual cultures and belief systems.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• MNT preceptor will evaluate based on participation in Nutrition Care Process activities</li> </ul>
CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.	-All rotations -DTS 675 – Dietetic Internship Practicum I -Evaluated during DTS 675	Intern will use culturally sensitive strategies to complete a variety of case studies. In addition, the intern will discuss completed cases with fellow students during the course. Intern will use culturally sensitive strategies in all interactions with colleagues, patients/clients, faculty, and preceptors.	<ul style="list-style-type: none"> <li>• Course instructor will evaluate in DTS 675</li> <li>• Intern will document in weekly report as completed during rotations</li> <li>• Intern will document growth of skills in self-evaluation found in the portfolio</li> </ul>
CRDN 3.1: Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use standardized nutrition terminology as part of the clinical workflow elements for individuals, groups, and populations of differing ages and health status, in a variety of settings.	-Community Nutrition -Medical Nutrition Therapy -DTS 670/679 – Advanced Medical Nutrition Therapy I and II -Evaluated during MNT rotation	Intern will assess, develop interventions, evaluate, and document client care utilizing the Nutrition Care Process as part of the clinical workflow in MNT rotations.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report and provide evidence in portfolio with clinical case studies</li> <li>• MNT preceptor and internship director or coordinator will evaluate clinical case studies for application of NCP MNT preceptor will evaluate based on Nutrition Care Process activities</li> </ul>
CRDN 3.2: Conduct nutrition focused physical exams.	-Medical Nutrition Therapy -DTS 670 – Advanced Medical Nutrition Therapy I -Evaluated during DTS 670	Intern will conduct a nutrition focused physical exam in the didactic setting, and in rotations, as applicable.	<ul style="list-style-type: none"> <li>• Course instructor will evaluate in DTS 670</li> <li>• Intern will document in weekly report</li> <li>• MNT preceptor will evaluate skills during rotations, if applicable</li> </ul>

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
<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 pharmacology plans (such as bowel modifications, carbohydrate to insulin ratio, B12 or iron supplementation).</p>	<p>-Medical Nutrition Therapy -Internship Orientation -DTS 670– Advanced Medical Nutrition Therapy I -DTS 672—Diabetes and Nutrition Management -Evaluated during Internship Orientation and DTS 670</p>	<p>Intern will perform blood pressure monitoring and point-of-care blood glucose testing during orientation. In addition, the intern will have the opportunity to perform these screening assessments in MNT rotations. Intern will recommend nutrition-related pharmacology plans in DTS 670 &amp; 672. In addition, the intern will have the opportunity to recommend/initiate these plans in rotations.</p>	<ul style="list-style-type: none"> <li>• Dietetic internship director/coordinator will evaluate during internship orientation</li> <li>• Course instructor will evaluate in DTS 670</li> <li>• Intern will document in weekly report as completed during rotations</li> <li>• MNT preceptor will evaluate skills during rotations, if applicable</li> </ul>
<p>CRDN 3.4: Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan.</p>	<p>-Medical Nutrition Therapy -DTS 672—Diabetes and Nutrition Management -Evaluated during DTS 672</p>	<p>Intern will provide instruction for self-monitoring blood glucose and provide recommendations/considerations regarding medications and MNT. In addition, the intern will have the opportunity to perform instruction/recommendations in MNT rotations.</p>	<ul style="list-style-type: none"> <li>• Course instructor will evaluate in DTS 672</li> <li>• Intern will document in weekly report as completed during rotations</li> <li>• MNT preceptor will evaluate skills during rotations, if applicable</li> </ul>
<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>-Medical Nutrition Therapy -Internship Orientation -Evaluated during Internship Orientation</p>	<p>Intern will explain the placement of NG and NE tubes after instruction from nursing faculty. Intern will observe and practice tube placement in the simulation lab. In addition, the intern will have the opportunity to observe and assist in MNT rotations.</p>	<ul style="list-style-type: none"> <li>• Dietetic internship director/coordinator will evaluate during internship orientation</li> <li>• Intern will document in weekly report as completed during rotations</li> <li>• MNT preceptor will evaluate skills during rotations, if applicable</li> </ul>

<b>Competency/Outcome</b>	<b>Expected Rotations or Didactic Assignments</b>	<b>Planned Experience(s)</b>	<b>Evaluation Strategies</b>
CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.	-Medical Nutrition Therapy -Internship Orientation -Evaluated during Internship Orientation	Intern will conduct a swallow screening during orientation. Interns will watch and ACEND webinar on swallowing screening and complete a post-test after the webinar and conducting the swallowing screening during orientation. In addition, intern will routinely screen patients for chewing and swallowing issues and will refer to appropriate health care professionals (speech language pathologists), as appropriate.	<ul style="list-style-type: none"> <li>• Dietetic internship director/coordinator will evaluate during internship orientation</li> <li>• Intern will complete post-test</li> <li>• Intern will document in weekly report</li> <li>• MNT preceptor will evaluate based on participation in Nutrition Care Process activities</li> </ul>
CRDN 3.8: Design, implement, and evaluate presentations to a target audience.	-All Rotations -Evaluated in School Nutrition and/or Community Nutrition rotation	Intern will design/tailor, implement, and evaluate multiple nutrition education presentations for K-12 population or community members. Will also conduct presentation with clinical case studies.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report and provide presentation, outline, and accompanying material in portfolio</li> <li>• Preceptor will evaluate timeliness, accuracy, and effectiveness of presentation</li> </ul>
CRDN 3.10: Use effective education and counseling skills to facilitate behavior change.	-Community Nutrition -Medical Nutrition Therapy -School Nutrition Education -Evaluated during MNT rotation	Education and counseling skills will be practiced and improved upon throughout the internship.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• Intern will document growth of skills in self-evaluation found in the portfolio</li> <li>• Preceptor will evaluate based on Nutrition Care Process activities</li> </ul>
CRDN 3.12: Deliver respectful, science-based answers to client questions concerning emerging trends.	-All Rotations -Evaluated during Community Nutrition and MNT rotations	The opportunity to respond to consumer questions with respectful, science-based answers will present throughout the internship. Examples include school nutrition education	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• Community preceptor will evaluate based on Nutrition Education Presentation activity</li> <li>• MNT preceptor will evaluate based on Nutrition Care Process activities</li> </ul>

		(teacher, parent, child questions); MNT (patient/client questions); FSM (staff questions); Community (client/participant questions).	
--	--	---	--

<b>Competency/Outcome</b>	<b>Expected Rotations or Didactic Assignments</b>	<b>Planned Experience(s)</b>	<b>• Evaluation Strategies</b>
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.	-Foodservice Management -Medical Nutrition Therapy -Evaluated in both rotations	Intern will develop or modify recipes and supervise the production for theme meal. Will conduct sensory evaluation of meal to determine acceptance. Intern will evaluate EN and PN formulas for patient tolerance and affordability if being discharged on formula.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• FSM project documentation to be included in portfolio</li> <li>• FSM preceptor will evaluate FSM project</li> <li>• MNT preceptor will evaluate intern's work with EN/PN during Nutrition Care Process activities</li> </ul>
CRDN 4.4: Apply current nutrition technologies to develop, manage, and disseminate nutrition information and data.	-All Rotations -Evaluated during MNT rotation	Intern will demonstrate abilities to utilize nutrition technologies through activities such as using an EMR; identifying evidence-based research when completing case studies or developing presentations and education material; or when utilizing operating systems in FSM.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• MNT preceptor will evaluate abilities based on Nutrition Care Process activities</li> </ul>
CRDN 4.9: Engage in 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.	-Medical Nutrition Therapy -DTS 670 – Advanced Medical Nutrition Therapy I -Evaluated in DTS 670	At a minimum, intern will complete a coding and billing assignment in DTS 670, and in rotations, as applicable.	<ul style="list-style-type: none"> <li>• Course instructor (DTS 670) will evaluate completion of assignment</li> <li>• Intern will document in weekly report</li> <li>• MNT preceptor will evaluate skills during rotations, if applicable</li> </ul>
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	-Foodservice Management -Medical Nutrition Therapy -Evaluated in both rotations	Intern will review HACCP guidelines and observe the movement of food from delivery to service, with focus on products ordered for theme meal. During	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• FSM preceptor will evaluate intern's ability to identify potential risks in food system</li> </ul>

clinical liability or foodborne illness).		MNT rotations, intern will analyze patient information for nutritional risk including malnutrition and various disease states.	<ul style="list-style-type: none"><li>• MNT preceptor will evaluate intern's ability to identify nutritional risk of patients during Nutrition Care Process activities</li></ul>
---	--	--	--

## Foodservice Management

### Competencies to be Evaluated During Rotation

Must receive a score of 2 or 3 on Evaluation to count for Competency Completion

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.	<ul style="list-style-type: none"> <li>-Foodservice Management</li> <li>-MNT – Long Term Care</li> <li>-Evaluated during FSM rotation</li> </ul>	Intern will identify activities related to quality of care or customer service and evaluate achievement of facility objectives. Examples include food temperature checks, equipment audits, monthly weights, chart audits, and/or skin assessment.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report and provide evidence in portfolio</li> <li>• Foodservice Management preceptor will evaluate achievement of competency on Quality Assurance Assignment</li> </ul>
CRDN 2.7: Apply change management strategies to achieve desired outcomes.	<ul style="list-style-type: none"> <li>-All Rotations</li> <li>-Evaluated during FSM rotation</li> </ul>	Intern will have the ability to apply change management strategies throughout the internship. Examples include school nutrition (leading and adjusting all aspects of curriculum presentations), FSM (developing a theme meal or plan to solve a problem or issue), MNT (managing all aspects of patient care; negotiating changes with patients/clients).	<ul style="list-style-type: none"> <li>• Intern will document in weekly report and provide evidence of FSM project in portfolio</li> <li>• FSM preceptor will evaluate based on completion of FSM project</li> </ul>
CRDN 3.13: Coordinate procurement, production, distribution, and service of goods and services, demonstrating and promoting responsible use of resources.	<ul style="list-style-type: none"> <li>-Foodservice Management</li> </ul>	Intern will plan, implement, and evaluate a theme meal (or another project approved by preceptor) and will incorporate the procurement, production, and distribution of goods with attention paid to waste control.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report and provide an overview of the project in the portfolio</li> <li>• Preceptor will evaluate FSM project</li> </ul>

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
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.	-Foodservice Management -Medical Nutrition Therapy -Evaluated in both rotations	Intern will develop or modify recipes and supervise the production for theme meal. Will conduct sensory evaluation of meal to determine acceptance. Intern will evaluate EN and PN formulas for patient tolerance and affordability if being discharged on formula.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• FSM project documentation to be included in portfolio</li> <li>• FSM preceptor will evaluate FSM project MNT preceptor will evaluate intern's work with EN/PN during Nutrition Care Process activities</li> </ul>
CRDN 4.1: Participate in management of human resources (such as hiring, training, and scheduling).	-Foodservice Management	Intern will participate in and perform the management of human resources through involvement with scheduling for the production of the theme meal (or other projects as determined by FSM preceptor).	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• Description of FSM project to be included in portfolio</li> <li>• FSM preceptor will evaluate FSM project implementation and success</li> </ul>
CRDN 4.2: Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities, and food.	-Foodservice Management	Intern will review safety and sanitation policies for facility and perform a safety/sanitation audit. Will also address safety and sanitation in FSM project.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• Description of safety and sanitation considerations to be included in FSM Project portfolio submission</li> <li>• FSM preceptor will evaluate performance based on FSM project</li> </ul>
CRDN 4.3: Conduct clinical and customer service quality management activities (such as quality improvement or quality assurance projects).	-Foodservice Management -MNT – Long Term Care -Evaluated during FSM rotation	Intern will perform and evaluate at least one quality improvement activity. This may include food temperature audits, equipment temperature checks, HACCP audits, etc.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report and provide evidence in portfolio</li> <li>• FSM preceptor will evaluate achievement of competency on Quality Assurance Assignment</li> </ul>



<b>Competency/Outcome</b>	<b>Expected Rotations or Didactic Assignments</b>	<b>Planned Experience(s)</b>	<b>Evaluation Strategies</b>
CRDN 4.5: Analyze quality, financial, and productivity data for use in planning.	-Foodservice Management	Intern will utilize quality, financial, and productivity data in planning his/her theme meal, or other FSM project determined by preceptor. Interns will also complete a FSM project in DTS 673 and will utilize quality, financial, and productivity data in planning.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• Description of FSM project to be included in portfolio</li> <li>• Preceptor will evaluate FSM project implementation and success</li> </ul>
CRDN 4.6: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.	-Foodservice Management	Intern will consider the environment and waste reduction in the planning and implementation of theme meal. A description of this consideration and review of what transpired is to be provided in the intern's description of his/her project.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• Description of FSM project to be included in portfolio</li> <li>• Preceptor will evaluate effectiveness of procedures used for FSM project</li> </ul>
CRDN 4.7: Conduct feasibility studies for products, programs or services with consideration of costs and benefits.	-Foodservice Management	Intern will present preliminary information to FSM preceptor regarding ideas for theme meal or other project. Production needs and food cost are to be provided.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• Preliminary report to be included in portfolio</li> <li>• Preceptor will evaluate practicality of plan and intern's ability to gather useful information</li> </ul>
CRDN 4.8: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.	-Foodservice Management	Intern will participate in the development or improvement of a product, program, or service (theme meal) and its implementation, taking budget, staffing needs, equipment and supplies into consideration.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• Planning, execution, and evaluation of the project will be described in writing and included in the portfolio</li> <li>• Preceptor will evaluate the intern's ability to plan, execute, and evaluate the project</li> </ul>

<b>Competency/Outcome</b>	<b>Expected Rotations or Didactic Assignments</b>	<b>Planned Experience(s)</b>	<b>Evaluation Strategies</b>
<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>-Foodservice Management -Medical Nutrition Therapy -Evaluated in both rotations</p>	<p>Intern will review HACCP guidelines and observe the movement of food from delivery to service, with focus on products ordered for theme meal. During MNT rotations, intern will analyze patient information for nutritional risk including malnutrition and various disease states.</p>	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• FSM preceptor will evaluate intern’s ability to identify potential risks in food system</li> <li>MNT preceptor will evaluate intern’s ability to identify nutritional risk of patients during Nutrition Care Process activities</li> </ul>

## School and Community Nutrition Rotations

### Competencies to be Evaluated During Rotation

Must receive a score of 2 or 3 on Evaluation to count for Competency Completion

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
CRDN 1.3: Justify programs, products, services, and care using appropriate evidence or data.	-School Nutrition Education or -Community Nutrition -Medical Nutrition Therapy -Evaluated during MNT and School Nutrition rotations	Intern will provide justification for a grant-funded nutrition education program. Instructions are in the <i>Internship Handbook</i> .	<ul style="list-style-type: none"> <li>• Intern will document in weekly report and upload opinion paper and MNT case studies in portfolio</li> <li>• Preceptor and/or internship director/coordinator will evaluate opinion paper</li> </ul>
CRDN 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.	-All Rotations -Evaluated during MNT and Community Rotations	Intern will adhere to the Scope of Professional Practice (SOPP) and the Code of Ethics (COE) throughout the internship. These documents are located in the DI and DDI Handbooks.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• MNT preceptor will evaluate based on Nutrition Care Process activities</li> <li>• Community preceptor will evaluate adherence to SOPP and COE during community presentation</li> </ul>
CRDN 2.2: Demonstrate professional writing skills in preparing professional communications.	-All Rotations -Evaluated during School Nutrition or Community Education rotation	Intern will demonstrate professional writing skills in multiple rotations throughout the internship. Activities may include charting in a medical record or creating newsletters, handouts, or recipes for distribution.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report and provide evidence of prepared material in portfolio</li> <li>• School Nutrition or Community preceptor will evaluate appropriateness and effectiveness of written materials</li> </ul>
CRDN 2.8: Demonstrate negotiation skills.	-All Rotations -Evaluated during School Nutrition/ Community Nutrition and MNT rotations	Intern will have the opportunity to demonstrate negotiation skills in many rotations, including school nutrition (encouraging children to try new foods), MNT	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• School or Community Nutrition preceptor will be evaluated based on performance during Nutrition Education Presentation</li> </ul>

		(differing opinions between nutrition recommendation and patient/client desires, goal setting, promoting behavior change), and FSM (therapeutic diets/menu changes).	MNT preceptor will evaluate based on participation in Nutrition Care Process activities
--	--	--	---

Competency/Outcome	Expected Rotations or Didactic Assignments	Planned Experience(s)	Evaluation Strategies
<p>CRDN 2.9: Actively contribute to nutrition and dietetics professional and community organizations.</p>	<p>-All Rotations -Evaluated in Community or School Nutrition Rotation and professional development activity in DTS 675/676</p>	<p>All interns will be student members of the Academy of Nutrition &amp; Dietetics. Examples of ways to actively participate in professional/community organizations include involvement with your AND state affiliate (attend a board meeting, educational meeting, or webinar), attend FNCE, involvement with your state licensure board (attend a meeting), or provide/assist with community outreach activities.</p>	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• Internship director or coordinator will evaluate participation in chosen activity</li> <li>• Intern will provide evidence and description of participation in professional/community organization to be included in portfolio</li> <li>• Community or School Nutrition Preceptor will evaluate based on participate in rotation</li> </ul>
<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>	<p>-All Rotations -Evaluated in School Nutrition and/or Community Nutrition rotation and in DTS 676 – Dietetic Practicum II</p>	<p>Demonstration will be possible through activities such as oral presentation of case studies, in-services, and or K-12 curriculum; development of education material in school nutrition or MNT rotations; marketing for special meal/class during FSM or community rotations.</p> <p>Interns will mentor DPD students as part of a telehealth nutrition counseling session or through completion of a case study. Interns will give appropriate feedback regarding during mentoring.</p>	<ul style="list-style-type: none"> <li>• Intern will document in weekly report and provide evidence in portfolio</li> <li>• Preceptor and internship director or coordinator (if present) will evaluate communication skills following Nutrition Education presentation</li> <li>• Course instructor will evaluate in DTS 676</li> <li>• Reflection of mentoring experience(s) will be maintained in the portfolio</li> </ul>

<b>Competency/Outcome</b>	<b>Expected Rotations or Didactic Assignments</b>	<b>Planned Experience(s)</b>	<b>Evaluation Strategies</b>
CRDN 3.8: Design, implement, and evaluate presentations to a target audience.	-All Rotations -Evaluated in School Nutrition and/or Community Nutrition rotation	Intern will design/tailor, implement, and evaluate multiple nutrition education presentations for K-12 population or community members. Will also conduct presentation with clinical case studies.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report and provide presentation, outline, and accompanying material in portfolio</li> <li>• Preceptor will evaluate timeliness, accuracy, and effectiveness of presentation</li> </ul>
CRDN 3.9: Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	-Community Nutrition -School Nutrition Education -Evaluated during both rotations	Intern will develop education material and handouts for use in School and Community Nutrition rotations.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report and provide evidence of materials developed in portfolio</li> <li>• Preceptor will evaluate appropriateness and effectiveness of materials developed</li> </ul>
CRDN 3.11: Develop and deliver products, programs or services that promote consumer health, wellness, and lifestyle management.	-Community Nutrition -School Nutrition Education -Evaluated during both rotations	Intern will participate in the development and delivery of health and nutrition information to parents, children, and or teachers during the school nutrition education rotation, and may develop and present a nutrition class for the community during the community rotation.	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• Outline of lesson plan will be provided in the portfolio Preceptor will observe and evaluate the appropriateness and adequacy of information provided</li> </ul>
CRDN 3.12: Deliver respectful, science-based answers to client questions concerning emerging trends.	-All Rotations -Evaluated during Community Nutrition and MNT rotations	The opportunity to respond to consumer questions with respectful, science-based answers will present throughout the internship. Examples include school nutrition education (teacher, parent, child questions); MNT (patient/client questions); FSM (staff	<ul style="list-style-type: none"> <li>• Intern will document in weekly report</li> <li>• Community preceptor will evaluate based on Nutrition Education Presentation activity</li> <li>• MNT preceptor will evaluate based on Nutrition Care Process activities</li> </ul>

		questions); Community (client/participant questions).	
--	--	--	--

## **Preceptor Checklist for Intern Orientation to Facility - Example (Cedar Crest College)**

\_\_\_ How intern obtains an appropriate ID (if needed)

Note: All interns will have a Marshall University Dietetic Intern badge obtained during orientation

\_\_\_ Required facility orientation (dress code, HIPPA, Universal Precautions)

\_\_\_ Required documentation needed (TB results, background check, drug screen)

\_\_\_ What, if any, office, locker, or other space the intern may use

\_\_\_ Parking restrictions

\_\_\_ How intern will access phones, pages, computers, etc.

\_\_\_ Meal policy

\_\_\_ Mission and goals of the facility

\_\_\_ Facility policies and code of conduct

\_\_\_ Departmental policies and procedures

\_\_\_ Introductions to other staff

\_\_\_ Share dietitian job description

\_\_\_ Typical routine/schedule

\_\_\_ Resources intern may need or want to access (manuals, education materials)

\_\_\_ Items the intern should bring to rotations (lab coat, calculator, laptop)



## Relevant Experience and Project Ideas

Projects and experiences should be appropriate to provide learning opportunities for interns. Below are a few examples that may be helpful.

### Foodservice Management Rotations

- Quality improvement project
  - Waste management
  - Temperature Audits
  - Trayline Efficiency
- Sustainability Project
  - Reducing the use of throw away containers
  - Taste-testing new food items
    - Evaluate the product
    - Complete nutrition facts for new recipes
  - Introduce composting
  - Introduce recycling
  - Introduce ways to use leftovers and reduce food waste
- Special Cafeteria Menu or Theme Meal
  - Develop a meal that will be served in the cafeteria
    - This will include marketing the meal, budget costs, serving the meal, and evaluating the meal
    - Interns can also provide educational handouts or recipes to be provided with the meal
    - Examples: heart healthy foods, healthy holiday foods, healthy comfort foods, strengthen your gut with pro- and prebiotic foods, eating well with diabetes, healthy picnics

### Clinical Rotations

- Billing and coding regulations
- Insurance requirements
- Nutrition Care Plan
  - Assessment, Nutrition Diagnosis, Intervention, Monitor/Evaluate
  - Appropriate documentation
- Participate in rounds and discharge planning meetings
- Introducing interns to other departments (ex. wound care, speech pathology, pharmacy) to see the broad scope of clinical care
- Performing Nutrition Focused Physical Exams (NFPE)
- Observe surgeries as available and desired

### Community Rotations

- Review a grant or proposal for community nutrition or a wellness related event that addresses a problem identified by the site
  - This could be an established grant
- Group presentations
  - Cooking demos
  - Family dinner nights
  - Employee in-services
- Develop and present nutrition education classes

- One or a series
- Identify needs
- Prepare presentation, including education material
- Conduct the presentation
- Self-reflection and evaluation of presentation

## **Dietetics Faculty & Staff**

Dr. Kelli J. Williams, RDN, LD  
Department Chair/Professor  
Pullman Center 250  
304.696.4336

[williamsk@marshall.edu](mailto:williamsk@marshall.edu)

Instructor for Research Applications in Dietetics and Administrative Dietetics Courses

Dr. Mary Kathryn Gould, RDN, LD  
Professor  
Pullman Center 251  
304.696.3364

[gouldm@marshall.edu](mailto:gouldm@marshall.edu)

Instructor for Cardiovascular Disease Course

Dr. Tim Bender, RDN, LD  
DDI Coordinator/Assistant Professor  
Pullman Center 245  
304.696.6431

[Tim.bender@marshall.edu](mailto:Tim.bender@marshall.edu)

Instructor for Distance Dietetic Internship Practicum Courses and Sports Nutrition

Dr. Amy Gannon, RDN, LD  
DPD Director/Associate Professor  
Pullman Center 249  
304.696.6641

[Amy.gannon@marshall.edu](mailto:Amy.gannon@marshall.edu)

Instructor for Food Allergies and Intolerances Course

Dr. Mallory Mount, RDN, LD, CDCES  
DI Director/Associate Professor  
Pullman Center 247  
304.696.2507

[Evans99@marshall.edu](mailto:Evans99@marshall.edu)

Instructor for Onsite Dietetic Internship Practicum Courses, Advanced Medical Nutrition Therapy I and II, and Diabetes and Nutrition Management.

Rick Rogers  
Administrative Assistant  
Pullman Center  
304.696.4338

[Rogers144@marshall.edu](mailto:Rogers144@marshall.edu)

## Additional Resources

### Put Me in Coach! A Preceptor's Guide to Competency-Based Education FNCE 2020 Session

#### Giving Students and Interns Feedback

One of the hardest parts about being an instructor and preceptor is offering feedback, especially constructive feedback.

Here are a few tips followed by a sample role play video to see these tips in action.

1. **Build a relationship.** The student is much more likely to respond positively to your constructive feedback if a mentor-mentee relationship exists. That relationship may take a few days to build and the preceptor or faculty member needs to be intentional for that to happen. Demonstrate that you care about the student as human beings, beyond simply their performance at your facility. This is demonstrated by simply asking questions to get to know them. Questions like,
  - How was your weekend?
  - Which of your classes has been your favorite so far?
  - What ideas do you have in terms of your first job out of school?
  - What's your dream job?

There may be some mis-steps that the student makes on the first day that might be best to hold-off on in terms of providing feedback. Timing matters, so consider waiting to provide constructive feedback once there's trust and mutual respect.

2. **Ask the student for their perceptions first.** A great way to open up a conversation in which you intend to provide constructive feedback is to start by asking how the student perceives things are going. Here are a few question ideas:
  - How do you think things are going?
  - What do you feel are your strengths at this point?
  - What do you feel are your areas for growth?
3. **Use the sandwich method, when possible.** Consider positive qualities the student has displayed. Use a "compliment sandwich" by offering up a few strengths, providing a few constructive pieces, and then finishing with another strength.
4. **Ask the student for ideas to correct the behavior before providing your own.** See if the student has ideas for how they might fix the problem behavior. They may have very viable solutions. Ask, "What ideas do you have for how you might improve in this area?"
5. **Ask permission to offer your own ideas, if needed.** If the student is unable to think of solutions, ask permission to share ideas that have worked for previous students or

interns. "Is it ok if I share with you a few strategies that have worked for previous students I've worked with?"

6. **Discuss next steps.** If necessary, describe possible consequences if behavior is not corrected. Provide possible consequences of the negative behavior, if you feel it's necessary, in a very neutral and empathetic way. You might say something like, "I'm confident you'll be able to navigate this issue and find some viable solutions. If it's not possible, then I'll need to reach out to your program director and we can schedule a discussion with the three of us to see if we can figure out ways to get you up to speed."

### What to do if the student becomes defensive

1. **Use reflective listening.** If the student begins to list excuses or fails to take ownership for their actions after you provide constructive feedback, listen intently and then provide a reflective listening response.
  - You're feeling like....It sounds like your perception and my perception of the situation are a bit different. Thank you for helping me to understand your perception.
2. **Explore all the angles.** Unpack a little more to find out what the student is feeling or experiencing. This demonstrates a genuine care and interest in the student while also understanding all of the pieces better so that the two of you can determine the best path forward. Questions might include:
  - Tell me more about what you're experiencing
  - I'd like to hear more about your views/viewpoint
  - What else might be helpful for me to understand
3. **Acknowledge that you share different viewpoints.** Summarize the differences in what you've each shared.
  - I see it this way...and you see it this way...and our two viewpoints aren't in alignment. What do you think about that?
4. **Ask the student for ideas on how to move forward.** You might say:
  - Are there any changes you'd like to make moving forward now that we've both shared our different perspectives?
5. **Discuss next steps.** If the student does not come up with any solutions or continues to struggle seeing the preceptor's perspective, discuss next steps.
  - I appreciate being able to have this conversation with you. And I'm sure moving forward this won't be an issue, now that you understand my concerns. And, if it comes up again we can reach out to your program director and discuss it with her. How does that sound?

### Video Demos

Here are two videos demonstrating some of the tips provided above.

Giving Feedback to Students and Interns: Pick Up the Pace  
<https://youtu.be/kjwn-NRDClg>

Giving Feedback to Students and Interns: Professionalism  
<https://youtu.be/S90I5NBbLSQ>

## References

Information for this Preceptor Handbook was adapted from:

- Brigham Young University. (2012). *Preceptor Handbook*.  
[http://dietetics.byu.edu/portals/18/docs/preceptor\\_handbook\\_byu\\_dietetic\\_internship\\_2012.pdf](http://dietetics.byu.edu/portals/18/docs/preceptor_handbook_byu_dietetic_internship_2012.pdf)
- Cedar Crest College. (2016). *Dietetic Internship Preceptor Handbook 2012-2013*.  
[http://www.cedarcrest.edu/ca/academics/nutrition/pdf/di/2016\\_2017/2015-2016%20Preceptor%20Handbook.pdf](http://www.cedarcrest.edu/ca/academics/nutrition/pdf/di/2016_2017/2015-2016%20Preceptor%20Handbook.pdf)
- Lipscomb University. (2014). *Dietetic Internship Preceptor Orientation Packet*.  
<http://www.lipscomb.edu/nutrition/upload/file/67088/2014-15%20preceptor%20dietetic%20handbook.pdf>
- Montana State University-Bozeman. (2015). *Montana Dietetic Internship Preceptor Handbook*.  
<http://www.montana.edu/hhd/nondegree/mdi/mdifiles/mdipreceptorhandbook7-15.pdf>.
- University of North Carolina. (2000). *Preceptor's Guide for Teaching Interns*.  
<http://hhs.uncg.edu/wordpress/ntr/wp-content/uploads/sites/14/2013/12/PRECEPTORS-GUIDE-2013.pdf>
- University of Wisconsin- Green Bay. (2016). *UW-Green Bay Dietetic Internship Preceptor Training 2016*. <https://www.uwgb.edu/human-biology/dietetics/preceptor/>
- Withrow, N. (2016). Preceptor Training. *UNC Dietetic Internship Program Coordinator*.  
<http://www.unco.edu/nhs/dietetic-internship/pdf/preceptor-training.pdf>