

**2011-2012 STUDENT HANDBOOK  
FOR THE DIETETIC INTERNSHIP**

**VITERBO UNIVERSITY  
LA CROSSE, WISCONSIN**



## **PREFACE**

As a student entering the Dietetic Internship Program at Viterbo University, you undoubtedly have many questions regarding the program, its history, its underlying philosophy, and some of the policies and procedures that will govern your life as a student. Therefore, this handbook has been prepared by the faculty to better acquaint you with the program and to serve as a reference for the upcoming year.

Please take this handbook seriously: you are responsible for the information contained within. Communication between students and faculty is an important and vital component of the ongoing evaluation of Community-Medical Dietetics at Viterbo. If you have any suggestions on how this student handbook can be improved, we invite your comments.

At the end of this handbook is a form for your signature verifying you 1) have read this handbook, 2) understand its content, and 3) will comply with the content of this handbook. By the end of the first week of the internship this signed form must be handed in to the Program Director.

Nutrition & Dietetics Department Internship Viterbo University  
900 Viterbo Dr., La Crosse, WI 54601-4797  
608-796-3671  
20<sup>th</sup> Edition, 2011

## TABLE OF CONTENTS

The Community-Medical Dietetic Patch and Pin _____	1
Part 1 Introduction _____	2
1. History of the Dietetic Internship _____	2
2. Philosophy of community-Medical Dietetic Internship _____	2
3. Definition of the Community-Medical Dietitian _____	2
4. Program Mission _____	3
5. Statement of Equal Opportunity _____	3
6. Accreditation _____	3
7. Notice of Opportunity to File Complaints _____	3
8. Program Goals and Outcomes _____	4
Part 2 Academic Information and Responsibilities _____	5
1. Philosophy of competency-based Education _____	5
2. Program Completion _____	5
3. Evaluation and Grading _____	9
4. Student Tips for Success during Supervised Practice _____	11
Part 3 Internship Fees/Requirements _____	14
1. Viterbo University Dietetic Internship Fees _____	14
2. Withdrawal and Refund of tuition and Fees _____	14
3. Scholarship and Financial Aid _____	14
4. Financial Responsibilities Beyond Viterbo University Dietetic Internship Fees _____	14
5. Health Requirements, Illness or Injury in Supervised Practice _____	15
6. Student and Professional Dietetic Organizations/Meetings _____	15
Part 4 Academic Policies/Procedures _____	18
1. Professional Code of Ethics Policy _____	23
2. Notice of Opportunity to File Complaints _____	23
Appendix 1 Competency Statements _____	24
Appendix 2 Assessment Grid _____	35
Appendix 3 Evaluations _____	46
Appendix 4 American Dietetic Association Code of Ethics _____	57
Student Agreement Form _____	62
Authorization for Release of Information (2 copies) _____	63

## **Subject: The Community-Medical Dietetic Patch and Pin**

Symbolism:

Triangle Figures—The family (community)

Caduceus—Medicine

Pot and utensils—Food preparation

Wheat—Staff of life

Colors: Blue - Health

Red - Life-giving

Brown - Of the earth

Gold - Professional ethics



Designed by Linda Wettstein  
Class of 1977

## **Part 1: Introduction**

### **Subject: History of the Dietetic Internship**

The dietetic internship program at Viterbo University began in 1990 as an Approved Pre-Professional Practice Program (AP4). The Commission on Accreditation for Dietetics Education (CADE) voted to phase out all AP4's by 2000, and programs could choose to convert to an accredited internship. The 1997 class was the first to be admitted to Viterbo's program under classification of a developmentally accredited dietetic internship. The internship received full accreditation in July 2002. Viterbo's dietetic internship is currently granted continuing accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606, 312-899-5400.

Upon completion of the program, the student is eligible for membership in The American Dietetic Association and to take the registration examination for certification of professional status to become an RD.

### **Subject: Philosophy of Community-Medical Dietetic Internship**

Health care is a dynamic, changing part of our society, and dietetics, as an integral component of the health care system, is a changing profession. One of the important changes that have taken place in the last few years is the growing importance of prevention and not just treatment of disease. There is an amazing growth of outpatient clinics, public health agencies, and health education programs aimed at prevention of disease and promotion of general "good health."

There is, therefore, a growing need to provide comprehensive nutritional care for communities. Nutritional care that continues over time, after a patient has been released from the hospital; nutritional care that is close at hand; nutritional care of a general nature aimed at large population groups; and nutritional care provided by a dietitian who can bring personal support and science-based expertise to bear on nutritional problems.

The curriculum of the Viterbo Dietetic Internship combines knowledge and skills of both the hospital and community dietitian to meet societal demands for comprehensive nutritional care. A graduate of the program is a professional member of the health care team, and as a professional person has been trained to make decisions based upon a body of current scientific knowledge and acquired skills.

### **Subject: Definition of the Community-Medical Dietitian**

The Community-Medical Dietitian, RD is a member of the health care team and promotes health through nutrition. The community-medical dietitian assesses nutritional needs, applies management

skills in control and prevention of illness and utilizes communication and education skills to assist individuals and groups to assume responsibility for their own health care.

**Subject: Program Mission**

The Viterbo University Internship in Dietetics provides supervised practice experiences aligned with the Commission on Accreditation of Dietetic Education Standards of Education to those who have completed didactic program requirements. We prepare students to be Registered Dietitians who serve as faithful and ethical leaders in the community.

**Subject: Statement of Equal Opportunity**

As with the University at large the Nutrition and Dietetics Department admits qualified students to all rights, privileges, programs, and activities within the department. The department does not discriminate on the basis of race, creed, color, sex, national origin, religion, marital status, age, disability, or sexual orientation in the administration of any of its stated policies or procedures or those of the University.

**Subject: Accreditation**

The Dietetic Internship Program at Viterbo University is currently granted continuing accreditation by the Commission on Accreditation for Dietetics Education of The American Dietetic Association, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606, 312-899-5400.

**Subject: Notice of Opportunity to File Complaints with the Commission on Accreditation for Dietetics Education**

The Commission on accreditation for Dietetics Education will review complaints that relate to a program's compliance with accreditation/approval standards. The Commission is interested in the sustained quality and continued improvement of dietetics education 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.

A copy of the accreditation/approval standards and/or the Commission's policy and procedure for submission of complaints can be found on the ADA website under Accreditation/Dietetics Education.

Adopted: July 1994  
COE Division of Education Accreditation/Approval

## **Subject: Program Goals and Outcomes**

**Goal 1. The Program will provide quality education to a diverse student body in order to prepare competent entry-level dietitians.**

### Outcome measures

- a. Over a 5-year period, 80% of Viterbo graduates will pass the RD exam as first time examinees
- b. Within 6 months of graduation, 80% of graduates will be employed at a professional level
- c. At one year post program completion, graduates will rate themselves as “prepared” or above in 80% of entry level competencies which are related to their present job
- d. At one year post program completion, employers will rate graduates as “acceptable” or “outstanding” in 90% of the areas of critical thinking and communication skills.
- e. At least on minority (including males) will successfully complete the dietetic internship program each year
- f. A minimum of 90% of those students beginning the dietetic internship program will successfully complete the program within 150% of the time planned for completion

**Goal 2. The Program will prepare graduates who will engage in nutrition specific health promotion activities in their first jobs.**

### Outcome measures:

- a. At one year post program completion, at least 75% of graduates will be involved in providing nutrition specific health promotion services as evidences by at least one of the following
  - The graduate provides nutrition services for an employee wellness program
  - The graduate will routinely provide nutrition specific preventative services to individual clients or patients as part of their regular job duties
  - The graduate will work with professional and/or volunteer agencies to provide sound nutritional information, especially related to disease prevention and health promotion to the public.

**Goal 3. The Program will prepare entry-level dietitians who are able to work with individuals from diverse economic, ethnic, or educational backgrounds**

### Outcome measures:

- a. At one year post program completion, at least 80% of graduates will mark they are prepared or well-prepared on the graduate survey in the area of working with diverse population

## Part 2: Academic Information and Responsibilities

### Subject: Philosophy of Competency-based Education

The goal of any professional education program is to prepare students to a certain level of expertise or competence so that they may perform professional roles upon graduation. Prior to institution of competency-based education, the movement toward this final level of performance was measured in hours of instructional time or some other arbitrary standard. Obviously, all students do not complete any given course with the same amount of competence. Therefore, in competency-based instruction, the faculty in conference with individual students determines and informs the student of what s/he must be able to do to be considered competent. The student then works at his/her own pace until s/he reaches this predetermined goal. When s/he is finished, s/he can move on to another task. Upon completion of all competencies and learning experiences for a particular phase, the student has completed that phase, and moves on to other learning experiences.

Some students may complete all of the learning experiences in a particular competency, but have not completed them up to the predetermined level of performance. When this occurs, after a conference with the instructor, the student must repeat the competency until the level of performance is achieved. No student may move on to the next competency until all previous ones have been satisfactorily completed. If a student does not achieve all competencies by the end of a course, s/he must take a grade of incomplete. Applications for the incomplete are obtained from the Viterbo Assistant Academic Vice President. See class schedule for deadline for incompletes for respective phases of the program. If work is not completed and an incomplete not filed, the student will receive no credit for the course.

### Subject: Program Completion

#### General Completion Requirements

**Appendix 1** of this handbook lists the Competency Statements that The American Dietetic Association states (in the Standards of Education) must be completed during any dietetic internship. This section also lists competencies by course number. In addition to these core competencies, each dietetic internship program chooses a concentration area, which builds upon the core competencies.

At Viterbo, faculty has chosen a concentration in Community Dietetics. In order to fulfill this emphasis the following emphasis competencies will be completed by interns in the courses listed:

Competency	Course	Phase
CO 1 Provide nutrition education to community groups for health promotion and disease prevention utilizing a variety of technology	373	III
	476	IV
CO2 Participate in a broad range of food and nutrition community programs including for profit, not for profit, government, and school systems	371	I
	450	II
	373	III
	476	IV
CO3 Manage nutrition care for population groups across the lifespan	371	I
	373	III
CO4 Conduct community based food and nutrition program outcome assessment/evaluation	473	III
CO 5 Participate in community based research	473	III

CO 6 Consult with organizations regarding food access for target population	473	III
CO 7 Participate in physical assessment screenings at health events	368	I
CO8 Perform food and nutrition management functions in a community setting	450	II

## **Specific Course Completion Requirements**

### **PHASE I Courses**

#### Nutrition 371: Supervised practice in developmental nutrition.

Overview: Skills necessary for nutritional assessment and nutritional care of healthy individuals throughout the life cycle. Supervised practice may take place in the County Health Department, preschools, community education programs, Viterbo University athletic department, and nursing homes.

Completion Requirements: Complete 1 group education evaluation with all areas marked at least a developing level 3; complete at least one PESI note evaluation with all areas marked at least a developing level 3; complete Community Professionalism Evaluation with all related competencies (see Appendix 1) at least a developing level 3; complete all work in supervised practice according to the Code of Ethics for the Profession of Dietetics.

#### Nutrition 368: Physical Assessment

Overview: This course assists the student in collection appropriate subjective and objective data associated with obtaining a health and diet history. This course provides an introduction to physical and diagnostic assessment of health status. Physical assessment competencies to be attained at the novice level include: assessment of body composition; measurement of vital signs; blood glucose; physical assessment of fluid status; assessment, of 'normal' breath and heart sounds; intra- and extra-oral assessment, dysphasia screening; and clinical assessment of nutrition status. The emphasis is on knowing normal findings and normal variations in the healthy adult, well child, and the well elder person.

Completion Requirements: Achieve 95% accuracy in physical assessment using the body composition form; complete 2 diet history evaluation with all scores of at least a developing level 2; complete the nutrition assessment exam with a score of at least 80%; Successfully complete training to become a certified blood pressure screener; Successfully perform self blood glucose monitoring on a peer; complete Community Professionalism Evaluation with all related competencies (see Appendix 1) at least a developing level 3; complete all work in supervised practice according to the Code of Ethics for the Profession of Dietetics.

### **PHASE II Courses**

#### Nutrition 450: Management in foodservice.

Overview: Management of systems involved in the purchasing, production, distribution, and service of quality food in on site food service operations.

Completion Requirements: Complete guided projects at least 80% of the available total points; complete Community Professionalism Evaluation with all related competencies (see Appendix 1) at least a developing level 3; Complete all work in supervised practice according the Code of Ethics for the Profession of Dietetics.

#### Nutrition 471: Supervised practice in nutritional management of disease.

Overview: Students assume major nutritional care responsibilities for individual patients in a nursing home and hospital setting. Continuing to emphasize on the development of professional, educational, and counseling skills.

Completion Requirements: Complete one case summary sheet, nutrition diagnosis, and PESI nutrition note each week on a patient assigned with all components rated at least at a developing level 3; Complete one oral report of patient study earning at least 80% of the available total points; complete MNT Professionalism Evaluation with all related competencies (see Appendix 1) at least a developing level 3; Complete all work in supervised practice according the Code of Ethics for the Profession of Dietetics.

### **PHASE III Courses**

#### Nutrition 373: Supervised practice in nutrition in health promotion.

Overview: Prevention of cardiovascular disease, diabetes, weight control, nutrition/exercise interrelationships, nutrition counseling, and intuitive eating are covered. Supervised practice sites will be through the outpatient clinics at Gundersen Lutheran. Attendance at the Wisconsin Dietetic Association Meeting or other state meeting is completed during this course. Interns are responsible for registration fees, travel, meals, and overnight accommodations during the conference.

Completion Requirements: Complete at least one project management/leadership evaluation with all components at least at a developing level 3; Complete two individual counseling evaluations with an average of areas rated at least at a developing level 3; complete Community Professionalism Evaluation with all related competencies (see Appendix 1) at least a developing level 3; Complete all work in supervised practice according the Code of Ethics for the Profession of Dietetics.

#### Nutrition 473: Supervised practice in community nutrition problems.

Overview: Assessing nutrition-related problems and needs of a subpopulation group in Western Wisconsin. Developing related program plan and marketing strategies to help solve that problem. During the final week of this course, students will take a three-hour comprehensive nutrition exam. This exam tests knowledge and application of all past nutrition courses and includes: normal nutrition, therapeutic nutrition, food science, food service management, and community nutrition. The test is patterned after the R.D. exam in length and content.

Completion Requirements: Complete the Professional Writing evaluation with all components of at least a developing level 3; complete Community Professionalism Evaluation with all related competencies (see Appendix 1) at least a developing level 3; complete all work in supervised practice according the Code of Ethics for the Profession of Dietetics.

### **PHASE IV Courses**

#### Nutrition 476: Leadership in community-medical dietetics.

Overview: Entry level practice and management of the nutrition component of health care in one community (4 weeks) and one acute care (4 weeks) setting. Students will assume entry-level responsibility in each of these settings, functioning equivalent to a full-time staff member and following the schedule of a RD at the facility. Student preferences are considered in the assignment of final rotations.

Completion Requirements: Complete a final portfolio with all components of the portfolio evaluation of at least a developing level 4; complete two final Evaluation of Professionalism with all related competencies (see Appendix 1) at least at a developing level 4; Complete all work in supervised practice according the Code of Ethics for the Profession of Dietetics.

### **Supervised Practice**

Occasionally, part of a supervised practice time will be scheduled outside of those times listed on the semester timetable. Also, sometimes you may have to meet with a client/patient outside of regularly scheduled times. (While clinical instructors try to schedule clients for appointments at times conducive to your clinical hours, this is not always possible) This is necessary to accommodate the schedules of the clinical facilities and clients and provide a quality student supervised practice experience. You will be notified in advance when this occurs and be expected to adjust your schedule as needed or make special arrangements with the instructor.

Supervised practice experience also requires some preparation/planning and follow-up outside of scheduled time. Preparation activities may include studying protocols and procedures, practicing anthropometric techniques, reviewing charts, or setting up in-services/cooking demos, to name a few. Follow-up work may also be necessary to complete reports, problem lists and nutrition care plans, etc. You should therefore expect to devote time outside of the scheduled supervised practice time blocks for these activities.

During Phase IV you are required to follow the supervised practice facility's schedule. In some facilities, this may mean some early morning or weekend hours. Again, you will be informed of the hours scheduled prior to assignment in Phase IV final rotations.

You are expected to be prompt and very conscientious in attending supervised practice. It is important, however, that you do not come to supervised practice if you are ill. For information in absenteeism and academic requirements regarding making up missed supervised practice, see the section on Absenteeism under Academic policies in this handbook.

### **Professional Appearance**

Students represent the image of dietetics to the public and reflect the standard of the Viterbo University Dietetic Internship. Specific dress requirements may change from site to site. In general, however, professional dress in supervised practice settings is as follows:

- Wear clean, pressed lab coats. Wash often and hang when not in use.
- No jeans under lab coats. Nice slacks and pantsuits are permissible. Some clinical sites will require ties for men.
- Be modest in use of makeup and jewelry. Tasteful earrings, and fingernails, confine rings to wedding bands or similar type, etc.
- Hairnets or caps should be worn in all food production areas.
- A nametag with name and position, as well as a Community-Medical Dietetic patch should be visible (i.e., worn) at all times.
- Be well groomed. Keep your hair and person clean.

## Subject: Evaluation and Grading

### Intern Evaluation Plan

**Appendix 2** shows the evaluation plan that will be used throughout the internship. The specific evaluation/assessment forms that will be used can be found in **Appendix 3**. The evaluation process includes the core skill areas of Scientific and Evidence Base of Practice, Professional Practice Expectations, Clinical and Customer Services, Practice management and Use of Resources at the base. Each student learning outcome/competency is matched with a core skill. Evaluation scales of 1 to 5 are used in each form to rate performance. The definitions of the rating scale are as follows:

Novice (rating of 1 or 2): The student has mastered knowledge in an area, but has no practical experience upon which to base decisions. The student can be described as hesitant, tentative, or uncertain how to proceed. The student has many questions that relate to the application of knowledge in a particular situation. He/she will know isolated facts, but lacks the experience necessary to relate those facts to a larger problem (task), or to determine the significance of those facts.

Developing (rating of 3 or 4): The student has enough experience in similar situations so that he/she can proceed with confidence in parts, but not in all aspects of an assignment. The student will ask questions that relate to the unique parts of an assignment or clinical situation. The student can relate facts to the larger problem (task), but may miss details that are important in a specific instance. The student has difficulty interpreting subjective, but not objective, information.

Mastered (rating of 5): The student has gained experience so that he/she can proceed in confidence in most situations. The student can manage multiple aspects of a problem (task). Questions are related to only specific policies or procedures that the student has not yet encountered. The student can relate important facts and details in most instances, and can interpret both subjective and objective information to make rational decisions.

### General Comments on Intern Evaluation:

There are, however, some general comments that can be made regarding the caliber of work that is expected of all Community-Medical dietetic interns. All written papers, abstracts, and reports must be typed with correct spelling, punctuation, and English. One of the most important competencies for you to acquire is the ability to represent thought on paper in a clear, concise, and professional style. Therefore, all written work will be judged not only on content but also on neatness, correctness of English, and style of writing. It is departmental policy that any written materials you produce for public distribution at clinical sites (newsletters, brochures, etc.) clearly state your name and your position as a Viterbo University dietetic intern.

During supervised practice experiences you are judged by clients and other members of the health care team not only by your knowledge and clinical skills, but also by the manner in which you present yourself as a professional. This professional manner becomes another part of the evaluation of competence, and is reflected in attitude, appearance and accountability.

Professional attitude is a difficult concept to define, but some ways in which it can be measured are through confidence and poise exhibited during supervised practice assignments, reliability and

promptness in carrying out tasks, and respect for your instructor, fellow students, other professionals and for the client or patient. Professional appearance is also vital. Simplicity in hairstyle, makeup, jewelry and dress and general cleanliness and neatness are also important. Specific codes of dress and appearance will be required at certain supervised practice settings. You will be informed of these when the occasion arises. Professional accountability means that you are accountable to the client, patient, or other health professionals with whom you are working. In order to accomplish your objectives you will be expected to spend extra time if necessary, and are responsible for adjusting your schedule accordingly.

As your skills increase and as you move toward more complex competencies, you will be given more and more responsibility in the supervised practice setting. Your professionalism will thus assume more and more importance and you will become more and more competent in this area. No one is expected to be a polished professional in the first clinical experience but you are expected to move consistently toward that goal throughout your dietetic internship program.

The instructor in charge of the unit you are working on is the person responsible for the evaluation of performance on that unit. It is quite possible that other health professionals outside Viterbo will help you with some of the learning experiences in that unit, and therefore they will be providing input into your evaluation. During Phase IV, input from preceptors is considered in the final evaluation of entry-level competence.

**Subject: Student Tips for Success during Supervised Practice** (Adapted from Koehler, Cortus  
T.: The Intern and the Internship from Beginning to End, Teaching Pol. Sci., pp. 329-335, April 1980)

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

	<p>date, the person's position, etc.</p> <p>5. In order to become involved with the process of management, make an effort to attend meetings, be included on reading lists, and in other day-to-day management activities.</p> <p>6. Record events that occur to assist with preparation of your documentation for the competencies (keep a daily journal of what you are doing and learning).</p>	<p>organization as a whole. Contacting managers in other agency units or other agencies should always be coordinated through your preceptor.</p>
<b>Prog Steps (cont)</b>	<b>Do</b>	<b>Don't</b>
Establishing the Task(s) & Assignments	<ol style="list-style-type: none"> <li>1. Establish the expectations, limitations, and directions of the competencies with your preceptor at the beginning of your rotation.</li> <li>2. Evaluate your assignments in terms of the amount of time available during your rotation.</li> <li>3. If occasionally asked to perform routine work, remain pleasant and complete the tasks. However, if a majority of your assignments constitute busy work, speak with your preceptor. If necessary, inform the Dietetic Internship Director and ask for assistance.</li> <li>4. Plan carefully around the time available to you so time limitation will not be a problem. Draw a time line so you and your supervisor will be able to realize the time required for an assignment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not hesitate to contact the internship director if the experiences are not in line with the competencies.</li> <li>2. If you feel a task is irrelevant, do not accept the task with asking questions about its relevance. However, do not ask questions in such a way as to be offensive.</li> <li>3. Do not allow yourself to be overloaded with tasks no other staff member will do.</li> <li>4. Once you have learned a procedure or task, do not be tempted to repeat it. Your mission is to move on and gain as much varied experience as possible.</li> <li>5. Do not pretend you performed a certain type of task when, in fact, you have not; do not refrain from asking questions until you understand the task at hand.</li> <li>6. If you leave an unfinished product, do not leave it in such condition that no one else would be able to continue working with it.</li> </ol>
Developing Student/Preceptor Rapport	<ol style="list-style-type: none"> <li>1. Establish a good working relationship so you will be able to talk freely about what you are receiving or lacking from the experience.</li> <li>2. Assure your field advisor you have a desire to learn and you are putting forth all efforts to make the experience worthwhile.</li> <li>3. If you suffer from "lack of guidance", remedy the situation by either approaching your preceptor or dietetic internship director. However, it is necessary to respect the preceptors extensive responsibilities and to be as understanding of his/her work schedule as he/she is of yours.</li> <li>4. You should be innovative and not expect constant supervision. Be positive and demonstrate initiative.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not fail to have regularly scheduled meetings with your field advisor so you can acquire feedback.</li> </ol>

	<p>5. With respect to your preceptor, remember he/she is responsible for your relations with other sections &amp; departments. Make contacts pleasant, productive, and quick—not wanting to be the cause of any negative feelings between you and others.</p>	
Vital Elements of Successful Experience	<ol style="list-style-type: none"> <li>1. Do make the most of your situation. Gain as much experience and knowledge as possible, and at the same time make a meaningful contribution to the agency.</li> <li>2. Follow through on whatever job you undertake; deadlines are important and should be strictly adhered to.</li> <li>3. As a student, be aware that educational training is an important tool to be used in the working world. The classroom theories are helpful, but there are exceptions and situations that require flexibility and experience when putting book-learning to work in the “real-world”.</li> <li>4. Develop and maintain careful, quality work habits.</li> <li>5. Since staff may be busy, schedule meetings with individuals several days in advance.</li> <li>6. Take advantage of training workshops offered inside and outside the organization.</li> <li>7. Keep a positive attitude and remember that new ideas may take a long time to implement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not become discouraged when your prepared reports go through a refining process when reviewed by staff. Remember, they are the experts and know what will get the job done. Your job is to gain experience and knowledge while keeping an open mind.</li> <li>2. Do not refrain from contributing.</li> <li>3. Do not be defensive when you make mistakes. Mark it off as par for the course and continue on. Remember you are there to develop your talents and skills.</li> <li>4. Do not allow yourself to become involved in issues which came to friction before you came on board, nor become involved in office politics (become an impartial observer).</li> </ol>
Future Direction	<ol style="list-style-type: none"> <li>1. Be aware of the possibility you may discover a change in your career objectives based upon your experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Do not expect to be an expert upon completion of your supervised experiences. But do realize you will be “practice-ready” as an entry-level dietitian.</li> </ol>

## **Part 3: Internship Fees/Requirements**

### **Subject: Viterbo University Dietetic Internship Fees**

Phase I (summer semester) (Aug. 1 – Aug. 26, 2011)	\$2,520.00
Phase II (fall semester) (Aug. 29 -Dec. 16, 2011)	\$4,620.00
Phase III (spring semester) (Jan. 16, 2012 - May 4, 2012)	\$5,460.00
Phase IV (summer semester) (May 7, 2012 – June 29, 2012)	\$3,780.00

#### Other Viterbo fees:

Technology fee	\$200.00 per semester
General fee	\$ 95.00 per semester

### **Subject: Withdrawal and Refund of Tuition and Fees**

The official course schedule gives exact dates for refund of tuition and fees upon withdrawal from the internship. In general, withdrawal during week 1 – 100% refund; withdrawal during weeks 2-4 – 50% refund; withdrawal weeks 5-8 – 25% refund; withdrawal after week 8 of each semester- no refund. Refunds for non-fifteen week sessions (Phase I & IV) will be prorated. For exact dates, see the Semester Schedule Bulletin.

### **Subject: Scholarship and Financial Aid**

Viterbo University offers several types of student scholarships, loans and grants to qualifying students. The office of Director of Financial Aid is located on the second floor of Murphy Center. The staff of this office are interested in seeing that all students with desire and ability are not prevented from obtaining a degree due to financial need.

The American Dietetic Association also awards scholarships to deserving students on a nationwide basis. Information regarding these awards can be obtained from the Chairperson, Nutrition & Dietetics Department. The deadline for application has been February 15 of the academic year prior to awarding of the grant.

### **Subject: Financial Responsibilities beyond Viterbo University Dietetic Internship Fees:**

Community-Medical Dietetic Internship Expenses (costs in parenthesis are estimates)

1. General needs: lab coats (\$50.00)
2. Blood pressure cuff and stethoscope (optional): \$60.00
3. Flash drive- \$30.00
4. Local transportation to and from supervised practice assignments: \$100.00 (out of town placements will be higher)
5. Resource materials including texts, transparencies, magic markers, calculator, etc.: \$300.00

6. Journal of American Dietetic Association (optional): associate membership: \$50.00
7. Travel and registration/lodging/meals expenses to and from the Annual Meeting of the Wisconsin Dietetic Association or Minnesota Dietetic Association: \$200
8. Student Dietetic Association SDA Club dues (optional): \$5.00/year
9. Professional Liability Insurance (optional): \$35.00
10. Although Viterbo University does not provide health insurance for students, upon request to the Business Office, information will be provided to students regarding obtaining their own health insurance while attending school.
11. Housing: is variable however it is estimated at \$400-500/month.

Upon completion of the Dietetic Internship, there are additional expenses of:

1. ADA Active Membership, \$216.00 (optional, but strongly recommended) To transfer membership from student to professional is \$108.00.
2. RD exam fee of \$200.00 (Due dates specified in separate correspondence from the American University Testing Service)

### **Subject: Health Requirements, Illness or Injury in Supervised Practice**

For your own health and the safety of those with whom you work, each student must submit results for:

1. Evidence of rubella immunity (rubella vaccination or positive rubella titer)
2. Evidence of DPT (or TD) immunization
3. Chest x-ray or TB (Mantoux) skin test within the past 6 months
4. Hepatitis B immunization

All incoming DI students are sent more detailed instruction on health record requirements.

Neither Viterbo University nor the supervised practice facilities in which students complete learning experiences provide health insurance for Viterbo student dietitians. Upon request, the business office will supply brochures to students regarding obtaining their own health insurance.

### **Subject: Student and Professional Dietetic Organizations/Meetings**

1. *Student Dietetic Association (SDA)*. All dietetic majors are encouraged to belong and be active in Viterbo University's SDA. This includes attending SDA meetings and volunteering to assist in SDA functions such as health fairs. The purpose of the group is to expand knowledge gained in the classroom through outside activities, and to become acquainted with other students in the program. Guest speakers are invited to the group, and fund raising and social activities are planned. Officers are elected annually.

The SDA is of great benefit to the Dietetic Department as the group is often called on to assist with on-campus recruitment and off-campus health fairs. The SDA is valuable to you

in that it extends the opportunity to meet health professionals outside the dietetic internship and establish a record of volunteer activities and accomplishments for your resume.

2. *American Dietetic Association (ADA)*. ADA is the national professional organization for dietitians. As such, the Association is active in helping its members keep up with new information through its journal and local, state, and national meetings. Membership (active category) in ADA is generally equated with professional qualification to practice as a dietitian. ADA is also the organization which provides for continuing education credit necessary for maintenance of the status of registered dietitian. Dietetic interns are encouraged to join ADA as an affiliate member. Membership applications and benefits are provided by the Program Director.

After graduation, you are eligible for ADA membership in the “active” category. Towards the completion of your program, the Program Director will meet with you to initiate this process and assist in the application process. To apply for membership, dietetic interns must send to ADA: 1) a completed application form, 2) a \$25 processing fee and annual dues (\$108.00 for first year for first-time members if you are currently a student member) the Membership Application Form you will receive explains the details, 3) a Verification of Program Completion form with the original signature of the Program Director.

You are also eligible upon completion of the dietetic internship to take the National Registration examination for Dietitians which, if successfully completed, confers the title of Registered Dietitian. This affirms that you meet the standards of an entry-level dietitian, and is necessary for almost all professional employment as a dietitian. The fee for the Registration Examination is \$200. The Program Director will orient you to the application process.

3. *Dietetic Association Meetings to Attend*. Each dietetic intern is **required** to attend the annual meeting of The Wisconsin Dietetic Association or they may elect to attend the ADA National Food & Nutrition Conference and Exhibition.

## **Subject: Miscellaneous Information**

1. Study Rooms—The Todd Wehr Memorial Library is available for study for all students.
2. Phones—Phones are provided in faculty offices for use by faculty members. Students are NOT to use phones in faculty offices. It ties up the lines and is very distracting to faculty members who are trying to study. Under NO circumstances are students to make long distance calls on faculty phones. There is a pay phone for students’ use by the library entrance on 1<sup>st</sup> floor Murphy Center and next to room 122 of the Brophy Nursing Center.
3. Students are required to provide their own transportation to and from supervised practice facilities located away from the institution. Most supervised practice sites are within the city limits and can be reached either on foot or by bus.
4. Equipment—There may be times when students need to borrow certain equipment (e.g., calipers, food models, food demonstration kit, etc.). This may be done by contacting the department secretary and in the equipment sign out book completing the following information:

- a. your name
- b. borrowed article
- c. date it will be returned is given to the Department Secretary

Items **must** be returned to the department secretary when due. The secretary will then check off all items as returned. No equipment may be borrowed for longer than 48 hours. All equipment **must** be for supervised practice use only.

5. There is no smoking in any building at Viterbo with the exception of parts of the Student Union. Several supervised practice facilities are “smoke free”. You are expected to comply with the smoking regulations at all supervised practice sites and at Viterbo.
6. Students are expected to know how to use the Internet and email before beginning the internship.

## Part 4: Academic Policies/Procedures

### Academic Policies

Criteria and policies established for admission, retention, and successful completion of the program are as follows:

1. Statement of Equal Opportunity

As with the University at large the Nutrition and Dietetics Department admits qualified students and affords them all rights, privileges, programs and activities within the department. The department does not discriminate on the basis of age, race, sex, color, handicap, religion, sexual orientation or national or ethnic origin in the administration of any of its stated policies or procedures or those of the University.

2. Retention Policy

In regard to retention, private conferences between faculty and student in the supervised practice courses are held twice each semester. At this time, progress is assessed. If remedial help in didactic areas is needed, the Learning Center is available to arrange special tutoring.

The faculty respects the financial need that requires many students to work during their dietetic internship. In fact clinical scheduling in Phases I, II, and III have been made with possible work schedules in mind. However, there will be no alterations in deadlines for assignments or easing of expected levels of performance for those students who work. You will always be given sufficient time to complete competencies and sufficient notice of special projects and dates so that it will be possible to alter your work schedule if necessary.

3. Awarding of the Verification Statement

All students who complete the program according to completion requirements outlined previously in this manual within 150% of the time allotted for program completion will be awarded a verification statement. This statement officially verifies program completion and is necessary to become eligible to take the registration exam, to become an active member in the American Dietetic Association, and to be eligible for licensure/certification in states which have such laws.

Verification of program completion is awarded when the student has:

- A. Exhibited competence in each of the core and emphasis competencies listed in Section VII of this manual by the course instructor. This is measured by the course instructor (sometimes in consultation with the clinical preceptor)
- B. Performed all skills in an ethical, honest manner and in accordance with the ADA Standards of Professional Responsibility and Viterbo University student policies.
- C. Completed 1220 hours of supervised practice. This is divided as follows:
  - Food Service Systems Management – 143 hours
  - Community Nutrition – 613 hours
  - Medical Nutrition Therapy – 464 hours

4. Absenteeism, Illness, Injury During Supervised Practice Experiences

If you are going to be late for or miss a supervised practice due to illness, you must notify your instructor by phone in advance: leave a message on the voice mail if the instructor does not answer. The same rule holds true for any meeting you have set up with a clinical preceptor: call the preceptor in advance. The clinical instructor reserves the right to request and receive documentation from a third party (e.g., physician or University Health Service nurse) to verify the reason you were absent. If students miss a presentation or other supervised practice activity involving the public, and are not excused the consequences may be: 1) they fail the course, 2) they fail the assignment.

All missed clinical time must be made up *before* progressing to the next clinical unit: you cannot pass a clinical course until successfully completing all units. Generally, the supervised practice time missed must be made up *within* one week. It is *your responsibility* to contact the instructor to initiate the make-up *and* rearrange your personal schedule as needed to complete the supervised practice experience: the regular clinical class hours cannot be used for the make-up. For some clinical units, you may be asked to keep a time card and have it signed by a clinical preceptor as verification that missed clinical time was completed satisfactorily. Based on the discretion of the faculty, if you are *late* and the quality of a presentation is impaired, you fail the assignment, even it is completed albeit late. Supervised practice sites do not carry injury insurance for dietetic interns. You may be treated at the site if you are injured at your own cost or with your own insurance.

5. Resolution to Students Concerns

(Adapted from the Viterbo University procedure included in the Viterbo University Student Handbook).

There may be time when there is a misunderstanding, disagreement or conflict between a interns and a member of the faculty or staff of the Nutrition and Dietetics department.

When this occurs, the student is encouraged to follow these steps:

1. Write out the concern to help clarify the matters involved.
2. Compile the appropriate documents (assignments, syllabi, etc.) to prepare for conversations.
3. Approach the person involved and tactfully discuss your concerns:
  - If your concern relates to grades, class projects, tests, or assignments, first speak to the instructor for the course.
  - If you have a concern that seems mainly related to events at Gundersen Lutheran, follow the grievance procedure explained to you at your orientation to Gundersen Lutheran.
  - If you have a concern that relates to general aspects of the internship or to standards set by the Commission for Accreditation of Dietetics Education(CADE) then speak to the Dietetic Internship Program Director, Jessica Madson.
  - If your concern relates to registration, financial, or administrative issues, voice your concern to the Nutrition and Dietetics Department Chairperson, Karen Gibson.

For concerns regarding a faculty member follow this procedure:

1. Write a note to the faculty member to address your concern.
2. If the faculty member does not respond within a week, the student may approach the department chair, Karen Gibson, or the Dean of the School of Nursing, Silvana Richardson.
3. If the department chair or the Dean of the School of Nursing do not respond within a week, then the student may approach the Academic Vice President ,Dr. Barbara Gayle.

For concerns within the Nutrition and Dietetics Department that are not related to coursework, the student should follow this procedure:

1. Write a note to the student, staff, or faculty member to address the concern.
2. If that individual does not respond within a week, the student may approach the individual's supervisor:
  - Karen Gibson supervises Bobbi Hundt, Carol Klitzke, Alida Herling, Jessica Madson, and all adjunct faculty.
  - Silvana Richardson supervises Karen Gibson

#### 6. Vacation and Holidays

The following are vacations related to the 2011-12 school year. No supervised practice will be scheduled during these times.

Labor Day Holiday	--	September 5, 2011
Mid Semester Break	--	October 21, 2011
Thanksgiving Vacation	--	November 23-27, 2011
Christmas Vacation	--	December 17-January 15, 2012
Spring Vacation	--	March 5-9, 2012
Easter Vacation	--	April 6, 2012
Memorial Day Holiday	--	May 28, 2012

These are the **only** vacation times which will be honored for dietetic interns. Plan personal holidays around this schedule.

#### 7. Termination Policy

Please see section on program completion requirements for information on the requirements to complete each course along with the desired competency level. As stated in this section, interns are regularly evaluated according to the evaluation plan in Section VI, and utilizing the general program evaluation instruments which are also in this section. Interns will be given 3 opportunities to complete tasks to attain the desired competency level. After each opportunity, the intern and faculty and/or preceptor will meet with the intern to discuss deficiencies and devise a plan for improvement. If the intern is unable, after 3 opportunities, to complete tasks to the desired level, he/she will not meet the requirements for continuation in the internship. The intern will receive a written letter from the program director stating the reason for denial of continuation. Copies of this letter will be placed in the student file and sent to the Academic Vice President.

8. Readmission Policy

For whatever reason, a student may need to interrupt her/his education during some of the program. Depending on the duration of the absence, the student may have to wait until the following program year to complete supervised practice experiences which have been missed: this decision is made by the Program Director, with input from faculty. Also at the discretion of the faculty, the student may need to demonstrate her/his mastery of objectives/skills completed during the supervised practice which occurred previous to the interruption of the program. The Standards of Education specify that a dietetic intern must complete the program within two years and must include 20 hours of practice per week for the weeks in a session. Therefore any student who does not finish in two years must apply for admission and, if accepted, s/he must go through the entire program.

9. Travel and Professional Liability Insurance

Viterbo University carries a professional liability policy for dietetic interns which covers their acts while they are engaged in approved supervised practice activities. Interns may also purchase additional professional liability which provides additional coverage for medical expenses following an assault, if a student is providing first aid etc. This coverage is optional. For more information and company brochures, see the department secretary, Bobbi Hundt.

If a student is a passenger in a Viterbo University owned vehicle (and that vehicle is being operated by a University employee or authorized individual), the student is covered (i.e., medical costs) by the University's auto insurance policy. If a student is authorized to operate a University vehicle (requires preapproval by the University Business Office), the liability coverage in the University's auto insurance policy is effective for the student operator. Aside from the previous two situations, the University provides no insurance for students in transit to/from supervised practice sites.

10. Policy for Making Photocopies

In order to make sure items needing to be copied at the copy center are approved and charged to the correct budget number, any student who needs to have copying done for the internship program, needs to go through the Nutrition office or a faculty member for correct budget number and approval. No student should make photocopies without having a form from the Nutrition office with approval from their course instructor or organization advisor.

11. Access to student records policy

The Viterbo student handbook contains the university's policy on privacy of student records. This policy also applies to student records which are kept in the Nutrition & Dietetics Department. Each intern file contains: the application materials sent when the intern applied to the Viterbo Internship, copies of intern grade reports, signed releases, the student agreement form in the intern handbook, originals of supervised practice evaluation forms, copies of verification statements once the intern completes the program. These files are locked in the Nutrition & Dietetics Department office and students have the same right to inspect and seek correction of these records as that outlined in the general university policy.

12. Protection of privacy of information

The Viterbo student handbook contains the university’s policy on privacy of student information. All dietetics interns have rights under Family Educational Right and Privacy Act (FERPA) which gives interns the right to inspect and review their education records and to correct misleading or inaccurate information through formal and informal hearings.

Specific information on directory information, withholding directory information and parent/guardian notification, is contained in the Viterbo Student Handbook. Dietetic interns are subject to these policies.

13. Student Services

All Viterbo Dietetic Interns are eligible to secure the same Student services as all Viterbo Students. This includes, but is not limited to, the following services:

	<b>Phone</b>	<b>Email</b>
Career Services	608-796-3828	<a href="mailto:careers@viterbo.edu">careers@viterbo.edu</a>
Technology Help Desk	608-796-3870	<a href="mailto:helpdesk@viterbo.edu">helpdesk@viterbo.edu</a>
Viterbo Learning Center	608-796-3190	<a href="mailto:bnschroeder@viterbo.edu">bnschroeder@viterbo.edu</a>
Reference Librarian	608-796-3270	<a href="mailto:reference@viterbo.edu">reference@viterbo.edu</a>
Counseling Service	608-796-3808	<a href="mailto:lstugelmayer@viterbo.edu">lstugelmayer@viterbo.edu</a>
Viterbo Health Service	608-796-3806	<a href="mailto:scdanielson@viterbo.edu">scdanielson@viterbo.edu</a>
Financial Aid	608-796-3900	<a href="mailto:FinancialAid@viterbo.edu">FinancialAid@viterbo.edu</a>

Access student button from Viterbo web page ([www.viterbo.edu](http://www.viterbo.edu)) for more available resources.

**Viterbo University Policies/Procedures**

Viterbo interns are covered under policies in regard to the following items are listed in the Viterbo University Catalog, the following are University Policies/Procedures

- a. grievance procedures (See Academic & Non-academic Due Process)
- b. vacation, holidays and absence policies
- c. scheduling and program calendar
- d. insurance requirements
- e. tuition, fees, and estimated expenses
- f. academic honesty
- g. access to personal file
- h. protection of privacy of information
- i. statement of affirmative action policy
- j. liability for safety in travel to and from assigned areas
- k. course attendance
- l. disciplinary/termination procedures (See Academic & non-academic Due Process)
- m. Academic due process includes grievance procedures.
- n. Student conduct guidelines sanction and appeal for nonacademic due process.

## **Subject: Professional Code of Ethics Policy**

Students are expected to perform in a manner consistent with the Code of Ethics for the Profession of Dietetics which follows. This is the code which has been established for the profession.

Faculty requires that students aspiring to become professional dietetic practitioners demonstrate behavior based upon values such as honesty, dependability, accuracy, etc. It is therefore the policy of the Nutrition & Dietetics Department that any act which constitutes a breach of ethical conduct as outlined in the ADA Code of Ethics will result in disciplinary action. Disciplining action will be commensurate with the seriousness of the act and may result in failure of the course or dismissal from the program.

The complete ADA Code of Ethics is found in **Appendix 4**.

Some of the examples of acts that constitute a breach of ethical conduct include, but are not limited to:

- Falsifying records, Code of Ethics Principle #1, 16
- Breaking confidentiality, Code of Ethics Principle #10
- Plagiarizing assignments, Code of Ethics Principle #1, #16, #17

Additional examples include behaving in a way that is disruptive toward a positive learning environment or positive clinical environment. This includes rude, biased, or inappropriate behavior toward teachers, fellow students, clinical staff, patients/clients and their families. Viterbo academic honesty policies and Viterbo student conduct codes also apply to dietetic students. These policies are included in the Viterbo Student Handbook. Students are required to act to protect patient privacy in accordance with each institution's HIPAA privacy policy.

## **Subject: Notice of Opportunity to File Complaints with the Commission on Accreditation for Dietetics Education**

The Commission on accreditation for Dietetics Education will review complaints that relate to a program's compliance with accreditation/approval standards. The Commission is interested in the sustained quality and continued improvement of dietetics education 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.

A copy of the accreditation/approval standards and/or the Commission's policy and procedure for submission of complaints can be found on the ADA website under Accreditation/Dietetics Education.

Adopted: July 1994  
COE Division of Education Accreditation/Approva

# **Appendix 1: Competency Statements**

## **Appendix 1: Competency Statements for the Supervised Practice Component**

Competency statements specify what every dietitian should be able to do at the beginning of his or her practice career. The core competency statements build on appropriate knowledge and skills necessary for the entry-level practitioner to perform reliably at the verb level indicated. The Viterbo University Dietetic Internship has additional competencies related to the Community Nutrition Emphasis that is offered.

### **Core Competencies for Dietitians**

**Upon completion of the Supervised Practice (SP) component of dietitian education, all graduates will be able to do the following:**

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

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

SP 1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes

SP 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice

SP 1.3 Justify programs, products, services and care using appropriate evidence or data

SP 1.4 Evaluate emerging research for application in dietetics practice

SP 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis

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

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

SP 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics

SP 2.2 Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures)

SP 2.3 Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience

SP 2.4 Use effective education and counseling skills to facilitate behavior change

SP 2.5 Demonstrate active participation, teamwork and contributions in group settings

SP 2.6 Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility

SP 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice

SP 2.8 Demonstrate initiative by proactively developing solutions to problems.

SP 2.9 Apply leadership principles effectively to achieve desired outcomes

SP 2.10 Serve in professional and community organizations

SP 2.11 Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals

SP 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures

SP 2.13 Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration

SP 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational Background

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

#### **Upon completion of the DI, graduates are able to:**

SP 3.1 Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings

SP 3.1.a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered

SP 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements

SP 3.1.c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention

SP 3.1.d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis

SP 3.2 Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing

SP 3.3 Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.

SP 3.4 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions

SP 3.5 Deliver respectful, science-based answers to consumer questions concerning emerging trends

SP 3.6 Coordinate procurement, production, distribution and service of goods and services

SP 3.7 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals

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

##### **Upon completion of the DI, graduates are able to:**

SP 4.1 Use organizational processes and tools to manage human resources

DI 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food

SP 4.3 Apply systems theory and a process approach to make decisions and maximize outcomes

SP 4.4 Participate in public policy activities, including both legislative and regulatory initiatives

SP 4.5 Conduct clinical and customer service quality management activities

SP 4.6 Use current informatics technology to develop, store, retrieve and disseminate information and data

SP 4.7 Prepare and analyze quality, financial or productivity data and develops a plan for intervention

SP 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits

SP 4.9 Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes

SP 4.10 Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies

SP 4.11 Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting

SP 4.12 Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers

**Upon completion of the supervised practice component of dietitian education in community dietetics, all graduates will be able to do the following:**

**Community Concentration Competencies**

- CO1 Provide nutrition education to community groups for health promotion and disease prevention utilizing a variety of technology
- CO2 Participate in a broad range of food and nutrition community programs including for profit, not for profit, government, and school systems
- CO3 Manage nutrition care for population groups across the lifespan
- CO4 Conduct community based food and nutrition program outcome assessment/evaluation
- CO5 Participate in community –based research
- CO6 Consult with organization regarding food access for target population
- CO7 Participate in physical assessment screenings at health events
- CO8 Perform food and nutrition management functions in a school setting

## Core Competencies by Course Number

### **Dietetic Internship Viterbo University**

#### Nutrition 371 – Phase I

- SP 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.
- SP 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics.
- SP 2.3 Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience
- SP 2.4 Use effective education and counseling skills to facilitate behavior change
- SP 2.5 Demonstrate active participation, teamwork and contributions in group settings.
- SP 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
- SP 2.8 Demonstrate initiative by proactively developing solutions to problems.
- SP 2.9 Apply leadership principles effectively to achieve desired outcomes
- SP 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures.
- SP 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background.
- SP 3.1 Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.
  - SP 3.1.a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.
  - SP 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements
- SP 3.4 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions.
- SP 3.5 Deliver respectful, science-based answers to consumer questions concerning emerging trends.
- CO2 Participate in a broad range of food and nutrition community programs including for profit, not for profit, government, and school systems
- CO3 Manage nutrition care for population groups across the lifespan

## Nutrition 368 – Phase I

- SP 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics.
  - SP 2.5 Demonstrate active participation, teamwork and contributions in group settings.
  - SP 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
  - SP 2.8 Demonstrate initiative by proactively developing solutions to problems.
  - SP 2.9 Apply leadership principles effectively to achieve desired outcomes
  - SP 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures.
  - SP 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background.
  - SP 3.1 Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.
  - SP 3.1.a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.
- CO7 Participate in physical assessment screenings at health events

## Nutrition 471 – Phase II

- SP 1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes.
- SP 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.
- SP 1.4 Evaluate emerging research for application in dietetics practice.
- SP 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics.
- SP 2.5 Demonstrate active participation, teamwork and contributions in group settings.
- SP 2.6 Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.
- SP 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
- SP 2.8 Demonstrate initiative by proactively developing solutions to problems.
- SP 2.9 Apply leadership principles effectively to achieve desired outcomes.
- SP 2.11 Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals.

- SP 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures.
- SP 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background.
- SP 3.1 Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.
  - SP 3.1.a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.
  - SP 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements
  - SP 3.1.c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.
  - SP 3.1.d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
- SP 4.11 Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.
- SP 4.12 Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers

#### Nutrition 450 – Phase II

- SP 1.3 Justify programs, products, services and care using appropriate evidence or data.
- SP 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics.
- SP 2.2 Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures).
- SP 2.5 Demonstrate active participation, teamwork and contributions in group settings.
- SP 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
- SP 2.8 Demonstrate initiative by proactively developing solutions to problems.
- SP 2.9 Apply leadership principles effectively to achieve desired outcomes.
- SP 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures.
- SP 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background.
- SP 3.3 Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.
- SP 3.6 Coordinate procurement, production, distribution and service of goods and services.
- SP 3.7 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.
- SP 4.1 Use organizational processes and tools to manage human resources.

- SP 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.
- SP 4.3 Apply systems theory and a process approach to make decisions and maximize outcomes.
- SP 4.4 Participate in public policy activities, including both legislative and regulatory initiatives.
- SP 4.5 Conduct clinical and customer service quality management activities.
- SP 4.7 Prepare and analyze quality, financial or productivity data and develops a plan for intervention.
- SP 4.9 Obtain and analyze financial data to assess budget controls and data for assessment and evaluate data to use in decision-making.
- SP 4.10 Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies.
- CO2 Participate in a broad range of food and nutrition community programs including for profit, not for profit, government, and school systems
- CO4 Conduct community based food and nutrition program outcome assessment/evaluation
- CO8 Perform food and nutrition management functions in a school setting

### Nutrition 373 – Phase III

- SP 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics.
- SP 2.2 Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures).
- SP 2.3 Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience.
- SP 2.4 Use effective education and counseling skills to facilitate behavior change.
- SP 2.5 Demonstrate active participation, teamwork and contributions in group settings.
- SP 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
- SP 2.8 Demonstrate initiative by proactively developing solutions to problems.
- SP 2.9 Apply leadership principles effectively to achieve desired outcomes.
- SP 2.10 Serve in professional and community organizations
- SP 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures.
- SP 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background.
- SP 3.2 Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.
- SP 3.4 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions.
- SP 3.5 Deliver respectful, science-based answers to consumer questions concerning emerging trends.
- CO1 Provide nutrition education to community groups for health promotion and disease prevention utilizing a variety of technology
- CO2 Participate in a broad range of food and nutrition community programs including for profit, not for profit, government, and school systems

### Nutrition 473 – Phase III

- SP 1.3 Justify programs, products, services and care using appropriate evidence or data.
- SP 1.4 Evaluate emerging research for application in dietetics practice.
- SP 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis.
- SP 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics.
- SP 2.2 Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures).
- SP 2.5 Demonstrate active participation, teamwork and contributions in group settings.
- SP 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
- SP 2.8 Demonstrate initiative by proactively developing solutions to problems.
- SP 2.9 Apply leadership principles effectively to achieve desired outcomes.
- SP 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures.
- SP 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background.
- SP 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits
- CO4 Conduct community based food and nutrition program outcome assessment/evaluation
- CO5 Participate in community –based research
- CO6 Consult with organization regarding food access for target population

### Nutrition 476 – Phase IV

- SP 1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes.
- SP 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.
- SP 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics
- SP 2.4 Use effective education and counseling skills to facilitate behavior change.
- SP 2.5 Demonstrate active participation, teamwork and contributions in group settings.
- SP 2.6 Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility.
- SP 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
- SP 2.8 Demonstrate initiative by proactively developing solutions to problems.
- SP 2.9 Apply leadership principles effectively to achieve desired outcomes.

- SP 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures.
- SP 2.13 Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration.
- SP 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background.
- SP 3.1 Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.
  - SP 3.1.a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.
  - SP 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.
  - SP 3.1.c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.
  - SP 3.1.d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.
- SP 4.5 Conduct clinical and customer service quality management activities.
- SP 4.6 Use current informatics technology to develop, store, retrieve and disseminate information and data.
- SP 4.11 Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.
  
- CO1 Provide nutrition education to community groups for health promotion and disease prevention utilizing a variety of technology
- CO2 Participate in a broad range of food and nutrition community programs including for profit, not for profit, government, and school systems
- CO3 Manage nutrition care for population groups across the lifespan

## **Appendix 2: Assessment Grid**

**Learning Assessment Matrix**  
**Ongoing Assessment of Competencies/Expected Learning Outcomes**

Below is a sample format to use for a new plan to assess the competencies/Expected Learning Outcomes specified in the 2008 ERAS Appendix A.

<b>1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice</b>				
	Assessment methods that will be used and expected outcomes	Rotation or class in which assessment will occur	Individuals responsible for ensuring assessment occurs	Timeline for collecting formative and summative data
<b>Example:</b> DI 1.4 Evaluate emerging research for application in dietetics practice	80% of students will receive a letter grade of 'B' or above on the final case-study presentation.	MNT rotation	Preceptors	During and end of MNT rotation
DI 1.1: Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes	80% of students will achieve a minimum score of 3 on DI 1.1 of the professionalism evaluation	Nutr 471	Preceptors	End of Phase II
	80% of students will achieve a minimum score of 4 on DI 1.1 professionalism evaluation	Nutr 476	Preceptors	End of Phase IV
DI 1.2: Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice	100% of students will receive a minimum score of 75% on EAS assignment	Nutr 371	EAS session faculty advisor	End of Phase I
	100% of students will achieve a minimum score of 80% on case study/presentation	Nutr 471	Nutr 471 preceptors/faculty members	End of Phase II
	80% of interns will achieve a minimum score of 4 in all supervised practice courses under DI 1.2 on the professionalism evaluation for Nutr 476	Nutr 476	Nutr 476 Instructor	End of Phase IV
DI 1.3: Justify programs, products, services and care using appropriate evidence or data	80% of students will achieve a total rubric score of 13/16 with no less than 2 in any category on the cost/benefit analysis rubric	Nutr 473	Nutr 473 Faculty	End of Phase III

DI 1.4: Evaluate emerging research for application in dietetics practice	80% of students will achieve a minimum average score of 3 on clinical research presentation grading rubric  80% of students will receive a minimum average score of 4 on professionalism evaluation for community research project	Nutr 471	Nutr 471 preceptors	End of Phase II
		Nutr 473	Faculty Advisor	End of Phase III
DI 1.5: Conduct research projects using appropriate research methods, ethical procedures and statistical analysis	80% of students will receive a minimum rubric score of: - 32 from Problem Needs statement - 12 for goals and objectives - 9 for final report With no less than 2 in any category	Nutr 473	Nutr 473 faculty/preceptors	End of Phase III
<b>2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.</b>				
	Assessment methods that will be used and expected outcomes	Rotation or class in which assessment will occur	Individuals responsible for ensuring assessment occurs	Timeline for collecting formative and summative data
DI 2.1: Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics	80% of interns will achieve a minimum score of 4 in all supervised practice courses under DI 2.1 on the professionalism evaluation	Nutr 371, 368, 471, 450, 373, 474, 476	Faculty/Preceptors	End of each phase
DI 2.2: Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures)	80% of students will achieve 90% of the points for stating a claim and supporting 3 pieces of evidence about a bill in congress	Nutr 450	Nutr 450 Faculty	End of Phase II
	80% of students will achieve a minimum score of 3 under DI 2.2 on the professionalism evaluation at the end of Nutr 373	Nutr 373	Faculty/Preceptors	End of Phase III
	Research proposal: 80% of students will achieve a minimum score of 12 (with no less than 3 in any category on the	Nutr 473	Nutr 473 faculty	End of Phase III

	Professional Writing Evaluation Form)			
DI 2.3: Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience	80% of Students will achieve a minimum score of 3 in all areas on Preschool presentation and on bulletin board evaluation  80% of students will achieve a minimum score of 4 under DI 2.3 on the professionalism evaluation at the end of Nutr 373	Nutr 371  Nutr 373	Nutr 371 faculty  Faculty/Preceptors	End of Phase I  End of Phase III
DI 2.4: Use effective education and counseling skills to facilitate behavior change	80% of students will achieve a minimum score of 3 on counseling tape evaluation  80% of students will achieve a minimum score of 3 on the 1st counseling evaluations and a minimum score of 4 on the 2 <sup>nd</sup> counseling evaluation  80% of students will achieve a minimum score of 4 under DI 2.4 on the professionalism evaluation at the end of Nutr 476	Nutr 371  Nutr 373  Nutr 476	Nutr 371 Faculty  Nutr 373 Instructors  Nutr 476 Instructors	End of Phase I  End of Phase III  End of Phase IV
DI 2.5: Demonstrate active participation, teamwork and contributions in group settings	100% of students will achieve a minimum score of 3 under DI 2.5 on the professionalism evaluation at the end of Nutr 371, 368, 471, 450, 373, and 476	Nutr 371, 368, 471, 450, 373, 476	Faculty/Preceptors	End of each phase
DI 2.6: Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility	Students will achieve a minimum score of 3 under DI 2.6 on Nutr 471 professionalism evaluations  Students will achieve a minimum score of 4 under DI 2.6 on Nutr 476 professionalism evaluations	Nutr 471  Nutr 476	Nutr 471 preceptors  Nutr 476 preceptors	Mid and end of Phase II  Mid and end of Phase IV
DI 2.7: Refer clients and patients to other professionals and services when needs are beyond individual scope of practice	100% of students will achieve a minimum score of 3 under DI 2.7 on the professionalism evaluations for all courses	Nutr 371, 368, 471, 450, 373, 473, 476	All supervised practice faculty and preceptors	End of all Phases

DI 2.8: Demonstrate initiative by proactively developing solutions to problems.	100% of students will achieve a minimum score of 3 under DI 2.8 on the professionalism evaluations for all courses	Nutr 371, 368, 471, 450, 373, 473, 476	All supervised practice faculty and preceptors	End of all Phases
DI 2.9: Apply leadership principles effectively to achieve desired outcomes	100% of students will achieve a minimum score of 3 under DI 2.9 on the professionalism evaluations for all courses	Nutr 371, 368, 471, 450, 373, 473, 476	All supervised practice faculty and preceptors	End of all Phases
DI 2.10: Serve in professional and community organizations	100% of students will complete reflective paper and assignment after attending a state or national Dietetic Association annual conference.	Nutr 373	Program Director	End of Phase III
DI 2.11: Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals	100% of students will complete the Health Care Team Assignment	Nutr 471	Faculty	End of Phase II
DI 2.12: Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures	100% of students will achieve a minimum score of 3 under DI 2.12 on the professionalism evaluations for all courses	Nutr 371, 368, 471, 450, 373, 473, 476	All supervised practice faculty and preceptors	End of all Phases
DI 2.13: Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration	All students will complete ADA-CDR's online and written portion of the portfolio	Nutr 476	Nutr 476 faculty	End of Phase IV
DI 2.14: Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background	100% of students will achieve a minimum score of 3 under DI 2.14 on the professionalism evaluations for all courses	Nutr 371, 368, 471, 450, 373, 473, 476	All supervised practice faculty and preceptors	End of all Phases

<b>3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations</b>				
	Assessment methods that will be used and expected outcomes	Rotation or class in which assessment will occur	Individuals responsible for ensuring assessment occurs	Timeline for collecting formative and summative data
DI 3.1: Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings		Phase I, II, III and IV		
<ul style="list-style-type: none"> <li>DI 3.1.a: Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</li> </ul>	<p>100% of students will complete a patient assessment at a nursing home with at least a score of 75%</p> <p>Passing score on: Blood pressure written exam; anthropometric, blood glucose and blood pressure performance test; nutrition-focused physical exam test-out.</p> <p>Students will achieve a minimum of score of 3 on weekly case summary forms and PES worksheets</p> <p>80% of Students will achieve a minimum score of 4 under DI 3.1a on the professionalism evaluation</p>	<p>Nutr 371</p> <p>Nutr 368</p> <p>Nutr 471</p> <p>Nutr 476</p>	<p>Nutr 371 Faculty</p> <p>Nutr 368 faculty</p> <p>Nutr 471 Preceptors/Faculty</p> <p>Nutr 476 Preceptors</p>	<p>End of Phase I</p> <p>End of Phase I</p> <p>End of Phase II</p> <p>End of Phase IV</p>
<ul style="list-style-type: none"> <li>DI 3.1.b: Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</li> </ul>	<p>100% of students will complete a PES statement assignment with at least a score of 80%.</p> <p>80% Students will achieve a minimum of score of 3 on weekly case summary forms and PES worksheets</p> <p>80% of Students will achieve a minimum</p>	<p>Nutr 371</p> <p>Nutr 471</p> <p>Nutr 476</p>	<p>Nutr 371 Faculty</p> <p>Nutr 471 Preceptors/Faculty</p> <p>Nutr 476 preceptors</p>	<p>End of Phase I</p> <p>End of Phase II</p> <p>Mid and End of Phase IV</p>

	score of 4 under DI 3.1b on the professionalism evaluation			
<ul style="list-style-type: none"> <li>DI 3.1.c: Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</li> </ul>	<p>Students will achieve a minimum of score of 3 on weekly case summary forms and PES worksheets</p> <p>80% of Students will achieve a minimum score of 4 under DI 3.1c on the professionalism evaluation</p>	Nutr 471	Nutr 471 Preceptors/Faculty	End of Phase II
		Nutr 476	Nutr 476 Preceptors	End of Phase IV
<ul style="list-style-type: none"> <li>DI 3.1.d: Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</li> </ul>	<p>Students will achieve a minimum of score of 3 on weekly case summary forms and PES worksheets</p> <p>80% of Students will achieve a minimum score of 4 under DI 3.1c on the professionalism evaluation</p>	Nutr 471	Nutr 471 Preceptors/Faculty	End of Phase II
		Nutr 476	Nutr 476 Preceptors	End of Phase IV
DI 3.2: Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing	80% of Students will achieve a minimum score of 4 under DI 3.2 on the professionalism evaluation for Nutr 373	Nutr 373	Nutr 373 Instructors	End of Phase III
DI 3.3: Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.	80% of Students will achieve a minimum score of 4 under DI 3.7 on the professionalism evaluation for Nutr 450	Nutr 450	Nutr 450 Faculty	End of Phase II
DI 3.4: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions	<p>80% of Students will achieve a minimum score of 3 under DI 3.4 on the professionalism evaluation for Nutr 371</p> <p>80% of Students will achieve a minimum score of 4 under DI 3.4 on the professionalism evaluation for Nutr 373</p>	Nutr 371	Nutr 371 Faculty	End of Phase I
		Nutr 373	Nutr 373 preceptors	End of Phase III
DI 3.5: Deliver respectful, science-based answers to consumer questions concerning emerging trends	80% of students will achieve a minimum score of 3 under DI 3.5 on the professionalism evaluation for Nutr 371	Nutr 371	Nutr 371 Faculty	End of Phase I

	80% of Students will achieve a minimum score of 4 under DI 3.5 on the professionalism evaluation for Nutr 373	Nutr 373	Nutr 373 preceptors	End of Phase III
DI 3.6: Coordinate procurement, production, distribution and service of goods and services	80% of Students will achieve a minimum score of 4 under DI 3.6 on the professionalism evaluation for Nutr 450	Nutr 450	Nutr 450 Faculty	End of Phase II
DI 3.7: 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	80% of Students will achieve a minimum score of 4 under DI 3.7 on the professionalism evaluation for Nutr 450	Nutr 450	Nutr 450 Faculty	End of Phase II
<b>4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations</b>				
	Assessment methods that will be used and expected outcomes	Rotation or class in which assessment will occur	Individuals responsible for ensuring assessment occurs	Timeline for collecting formative and summative data
DI 4.1: Use organizational processes and tools to manage human resources	100% of students will complete assignment to interview HR director and complete paper	Nutr 450	Nutr 450 Faculty	End of Phase II
DI 4.2: Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food	80% of students will receive at least a score of 80% on 2 action research projects	Nutr 450	Nutr 450 Faculty	End of Phase II
DI 4.3: Apply systems theory and a process approach to make decisions and maximize outcomes	80% of Students will achieve a minimum score of 3 under DI 4.3 on the professionalism evaluation for Nutr 450	Nutr 450	Nutr 450 Faculty	End of Phase II
DI 4.4: Participate in public policy activities, including both legislative and regulatory initiatives	80% of students will receive a minimum score of 80% on Public Policy Assignment	Nutr 450	Nutr 450 Faculty	End of Phase II
DI 4.5: Conduct clinical and customer service quality management activities	80% of students will receive a minimum score of 75% on 2 Action Research Projects	Nutr 450	Nutr 450 Faculty	End of Phase II

DI 4.6: Use current informatics technology to develop, store, retrieve and disseminate information and data	80% of Students will achieve a minimum score of 4 under DI 4.6 on the professionalism evaluation for Nutr 476	Nutr 476	Nutr 476 Instructors	End of Phase IV
DI 4.7: Prepare and analyze quality, financial or productivity data and develops a plan for intervention	80% of students will receive a minimum score of 80% on a budget case study project	Nutr 450	Nutr 450 Faculty	End of Phase II
DI 4.8: Conduct feasibility studies for products, programs or services with consideration of costs and benefits	80% of Students will achieve a minimum score of 4 under DI 4.8 on the professionalism evaluation for Nutr 473	Nutr 473	Nutr 473 Faculty	End of Phase III
DI 4.9: Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes	80% of students will achieve a minimum score of 80% on Data Analysis Assignment	Nutr 450	Nutr 450 Faculty	End of Phase II
DI 4.10: Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies	80% of students will achieve a minimum score of 80% on Fundraiser Assignment	Nutr 450	Nutr 450 Faculty	End of Phase II
DI 4.11: Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting	Students will achieve a minimum of score of 3 under DI 4.11 on the professionalism evaluation for Nutr 471  80% of Students will achieve a minimum score of 4 under DI 4.11 on the professionalism evaluation for Nutr 476	Nutr 471	Nutr 471 preceptor	Mid and end of Phase II
		Nutr 476	Nutr 476 Preceptor	Mid and end of Phase IV
DI 4.12: Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers	80 % will achieve a minimum score of 80% on Coding Case Study quiz.	Nutr 471	Nutr 471 faculty	End of Phase II

### Program Concentrations Matrix

#### Title of Concentration Area 1: Community Dietetics

List the program-defined Intern competencies/ Expected Learning Outcomes (add or delete lines as needed)	Assessment methods that will be used and expected outcomes (Criterion 2.5.1)	Rotation in which assessment will occur (Criterion 2.5.2)	Individuals responsible for ensuring assessment occurs (Criterion 2.5.3)	Timeline for collecting formative and summative data (Criterion 2.5.4)
<b>CO 1 Provide nutrition education to community groups for health promotion and disease prevention utilizing a variety of technology</b>	80% of Students will achieve a minimum score of 3 under CO 1 on the professionalism evaluation form  80% of Students will achieve a minimum score of 4 under CO 1 on the professionalism evaluation form	Nutr 373  Nutr 476	Instructor/preceptor	End of phase III  End of phase IV
<b>CO 2 Participate in a broad range of food and nutrition community programs including for profit, not for profit, government, and school systems</b>	80% of Students will achieve a minimum score of 3 under CO 2 on the professionalism evaluation for Nutr 371 and 450 and a minimum score of 4 for Nutr 373 and 476	Nutr 371  Nutr 450  Nutr 373  Nutr 476	Instructor/preceptor	End of phase I  End of phase II  End of phase III  End of phase IV
<b>CO 3 Manage nutrition care for population groups across the lifespan</b>	80% of Students will achieve a minimum score of 3 under CO 3 on the professionalism evaluation for Nutr 371  80% of Students will achieve a minimum score of 4 under CO 3 on the professionalism evaluation for Nutr 476	Nutr 371,  Nutr 476	Instructor/preceptor	End of phase I  End of phase IV
<b>CO 4 Conduct community based food and nutrition program outcome assessment/evaluation</b>	80% of Students will achieve a minimum score of 3 under CO 4 on the professionalism evaluation for Nutr 450  80% of Students will achieve a minimum score of 4 under CO 4 on the professionalism evaluation for Nutr 473	Nutr 450,  Nutr 473	Instructor/preceptor	End of phase II  End of phase III

<b>CO 5 Participate in community –based research</b>	80% of students will receive a minimum rubric score of: <ul style="list-style-type: none"> <li>- 32 from Problem Needs statement</li> <li>- 12 for goals and objectives</li> <li>- 9 for final report</li> </ul> With no less than 2 in any category	Nutr 473	Instructor/preceptor	End of Phase III
<b>CO 6 Consult with organizations regarding food access for target population</b>	80% of Students will achieve a minimum score of 4 under CO 6 on the professionalism evaluation form	Nutr 473	Instructor/preceptor	End of phase III
<b>CO 7 Participate in physical assessment screenings at health events</b>	80% of Students will achieve a minimum score of 4 under CO 7 on the professionalism evaluation form	Nutr 368	Instructor/preceptor	End of phase I
<b>CO 8 Perform food and nutrition management functions in a school setting</b>	80% of Students will achieve a minimum score of 3 under CO 8 on the professionalism evaluation form	Nutr 450	Instructor/preceptor	End of phase II

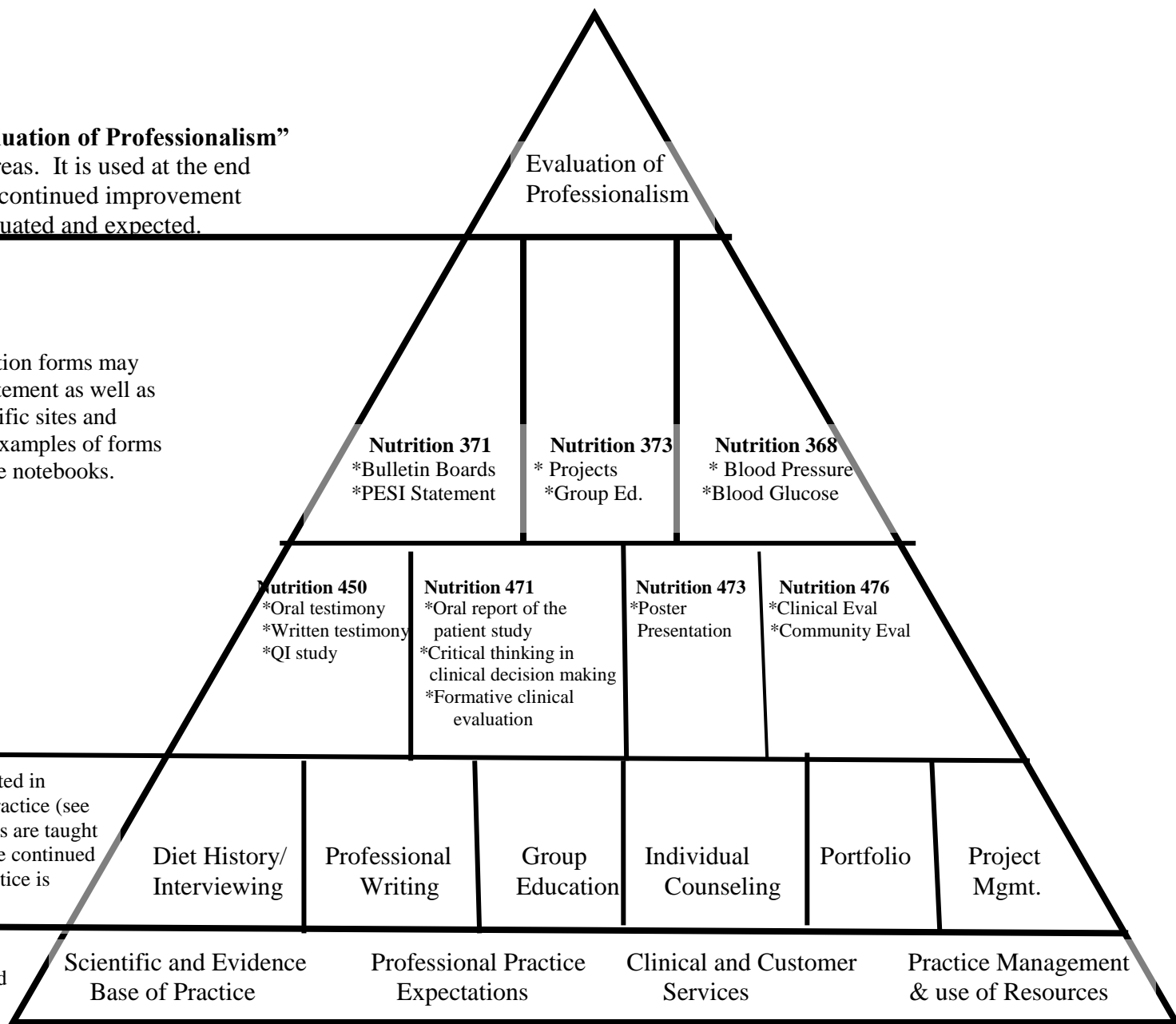
## **Appendix 3: Evaluations**

**Summary Evaluation—“Evaluation of Professionalism”**  
 incorporates each of the skill areas. It is used at the end of each semester and therefore continued improvement in each of the skill areas is evaluated and expected.

**Course Specific Skills**—Evaluation forms may incorporate core competency statement as well as skill areas as they related to specific sites and projects in individual courses. Examples of forms are found in the individual course notebooks.

**Basic Skills**—These are used and evaluated in multiple setting throughout supervised practice (see for 6A for specific rotations). Basic skills are taught to students and interns early and therefore continued improvement throughout supervised practice is evaluated & expected.

**Skill Areas**—These are reflected on evaluation forms in the Basic Skills and Course Specific Skills



**Professionalism Evaluation  
Food Service Management Supervised Practice**

Student Name \_\_\_\_\_

Clinical Site \_\_\_\_\_

Evaluator \_\_\_\_\_

Date \_\_\_\_\_

Professional Practice Expectations	ACTIVITES PERFORMED	SCALE				
		Novice 1	Developing 2	3	Mastered 4	5
SP 2.1 Practice in accordance with ADA standards and code of ethics		Novice 1	Developing 2	3	Mastered 4	5
SP 2.2 Demonstrate professional writing skills		Novice 1	Developing 2	3	Mastered 4	5
SP 2.5 Demonstrate active participation, teamwork and contributions in group settings		Novice 1	Developing 2	3	Mastered 4	5
SP 2.7 Refer clients/patients to other professionals & services when needs are beyond individual scope of practice		Novice 1	Developing 2	3	Mastered 4	5
SP 2.8 Demonstrate initiative by proactively developing solutions to problems		Novice 1	Developing 2	3	Mastered 4	5
SP 2.9 Apply leadership principles effective to achieve desired outcomes		Novice 1	Developing 2	3	Mastered 4	5
SP 2.11 Establish collaborative relationships with internal and external stakeholders to facilitate individual and organizational goals		Novice 1	Developing 2	3	Mastered 4	5
SP 2.12 Demonstrates professional attributes such as critical thinking, flexibility, time management, work prioritization and work ethic		Novice 1	Developing 2	3	Mastered 4	5
SP 2.14 Demonstrate assertiveness and negotiation skills		Novice 1	Developing 2	3	Mastered 4	5

<b>Clinical and Customer Service</b>	<b>ACTIVITES PERFORMED</b>	<b>SCALE</b>				
SP 3.3 Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
SP 3.6 Coordinate procurement, production, distribution and service of goods and services		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
SP 3.7 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		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>

<b>Practice Management and Use of Resources</b>	<b>ACTIVITES PERFORMED</b>	<b>SCALE</b>				
SP 4.1 Use organizational processes and tools to manage human resources		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
SP 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
SP 4.3 Apply systems theory and a process approach to make decisions and maximize outcomes		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
SP 4.4 Participate in public policy activities, including both legislative and regulatory initiatives		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
SP 4.5 Conduct clinical and customer service quality management activities		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
SP 4.7 Prepare and analyze quality, financial or productivity data and		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>

develops a plan for intervention						
SP 4.9 Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
SP 4.10 Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>4</b>	<b>5</b>

<b>Community Concentration</b>	<b>ACTIVITES PERFORMED</b>	<b>SCALE</b>				
CO2 Participate in a broad range of food and nutrition community programs including for profit, not for profit, government, and school systems		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>4</b>	<b>Mastered</b> 5
CO8 Perform food and nutrition management functions in a community setting		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>4</b>	<b>5</b>

**Student Strong Points:**

**Goals for Improvement:**

\_\_\_\_\_  
*Student's Signature*

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

\_\_\_\_\_  
*Evaluator's Signature*

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

**Professionalism Evaluation  
Community Nutrition Supervised Practice**

Student Name \_\_\_\_\_  
 Clinical Site \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 Date \_\_\_\_\_

<b>Scientific and Evidence Base of Practice</b>	<b>ACTIVITES PERFORMED</b>	<b>SCALE</b>				
SP 1.2 Apply evidence-based guidelines in the NCP and other areas of dietetics practice		Novice 1	Developing 2	3	Mastered 4	5
SP 1.3 Justify programs, products, services and care using appropriate evidence or data		Novice 1	Developing 2	3	Mastered 4	5
SP 1.4 Evaluate emerging research for application in dietetics practice		Novice 1	Developing 2	3	Mastered 4	5
SP 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis		Novice 1	Developing 2	3	Mastered 4	5
<b>Professional Practice Expectations</b>	<b>ACTIVITES PERFORMED</b>	<b>SCALE</b>				
SP 2.1 Practice in accordance with ADA standards and code of ethics		Novice 1	Developing 2	3	Mastered 4	5
SP 2.2 Demonstrate professional writing skills		Novice 1	Developing 2	3	Mastered 4	5
SP 2.3 Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience		Novice 1	Developing 2	3	Mastered 4	5
SP 2.4 Use effective education and counseling skills to facilitate behavior change		Novice 1	Developing 2	3	Mastered 4	5
SP 2.5 Demonstrate active participation, teamwork and contributions in group settings		Novice 1	Developing 2	3	Mastered 4	5
SP 2.7 Refer clients/patients to other professionals & services when needs are beyond individual scope of practice		Novice 1	Developing 2	3	Mastered 4	5

SP 2.8 Demonstrate initiative by proactively developing solutions to problems		Novice 1	Developing 2	3	Mastered 4	5
SP 2.9 Apply leadership principles effective to achieve desired outcomes		Novice 1	Developing 2	3	Mastered 4	5
SP 2.10 Serve in professional and community organizations		Novice 1	Developing 2	3	Mastered 4	5
SP 2.12 Demonstrates professional attributes such as critical thinking, flexibility, time management, work prioritization and work ethic		Novice 1	Developing 2	3	Mastered 4	5
SP 2.14 Demonstrate assertiveness and negotiation skills		Novice 1	Developing 2	3	Mastered 4	5
<b>Clinical and Customer Service</b>	<b>ACTIVITES PERFORMED</b>	<b>SCALE</b>				
SP 3.1a Assess the nutritional status of individuals, groups and populations in a variety of settings		Novice 1	Developing 2	3	Mastered 4	5
SP 3.1b Diagnose nutrition problems and create PES statements		Novice 1	Developing 2	3	Mastered 4	5
SP 3.2 Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing		Novice 1	Developing 2	3	Mastered 4	5
SP 3.4 Develop and deliver products, programs, services that promote consumer health, wellness and lifestyle management		Novice 1	Developing 2	3	Mastered 4	5
SP 3.5 Deliver respectful, science-based answers to consumer questions concerning emerging trends		Novice 1	Developing 2	3	Mastered 4	5
<b>Practice Management and Use of Resources</b>	<b>ACTIVITES PERFORMED</b>	<b>SCALE</b>				
SP 4.8 Conduct feasibility studies for products, programs		Novice 1	Developing 2	3	Mastered 4	5

or services with consideration of costs and benefits						
<b>Community Concentration Area</b>	<b>ACTIVITES PERFORMED</b>	<b>SCALE</b>				
CO 1 Provide nutrition education to community groups for health promotion and disease prevention utilizing a variety of technology		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
CO2 Participate in a broad range of food and nutrition community programs including for profit, not for profit, government, and school systems		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
CO3 Manage nutrition care for population groups across the lifespan		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
CO4 Conduct community based food and nutrition program outcome assessment/evaluation		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
CO 5 Participate in community based research		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
CO 6 Consult with organizations regarding food access for target population		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
CO 7 Participate in physical assessment screenings at health events		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>
CO8 Perform food and nutrition management functions in a community setting		<b>Novice</b> 1	<b>Developing</b> 2	<b>3</b>	<b>Mastered</b> 4	<b>5</b>

**Student Strong Points:**

**Goals for Improvement:**

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

**Professionalism Evaluation  
Medical Nutrition Therapy Supervised Practice**

Student Name \_\_\_\_\_  
 Clinical Site \_\_\_\_\_  
 Evaluator \_\_\_\_\_  
 Date \_\_\_\_\_

<b>Scientific and Evidence Base of Practice</b>	<b>ACTIVITES PERFORMED</b>	<b>SCALE</b>				
SP 1.1 Select appropriate indicators and measure achievements of outcomes		Novice 1	Developing 2	Mastered 3	4	5
SP 1.2 Apply evidence-based guidelines in the NCP and other areas of Dietetics practice		Novice 1	Developing 2	Mastered 3	4	5
SP 1.4 Evaluate emerging research for application in Dietetics practice		Novice 1	Developing 2	Mastered 3	4	5

<b>Clinical and Customer Service</b>	<b>ACTIVITES PERFORMED</b>	<b>SCALE</b>				
SP 3.1a Assess the nutritional status of individuals, groups and populations		Novice 1	Developing 2	Mastered 3	4	5
SP 3.1b Diagnose nutrition problems and create PES statements		Novice 1	Developing 2	Mastered 3	4	5
SP 3.1c Plan and implement nutrition interventions		Novice 1	Developing 2	Mastered 3	4	5
SP 3.1d Monitor and evaluate problems, etiologies, signs, symptoms, and intervention		Novice 1	Developing 2	Mastered 3	4	5

<b>Practice Management and Use of Resources</b>	<b>ACTIVITES PERFORMED</b>	<b>SCALE</b>				
SP 4.5 Use organizational processes/tools to manage human resources		Novice 1	Developing 2	Mastered 3	4	5
SP 4.6 Use current informatics technology to develop, store,		Novice 1	Developing 2	Mastered 3	4	5

retrieve and disseminate information and data					
SP 4.11 Complete documentation that follows professional guidelines		Novice 1	Developing 2	Mastered 3	4 5
SP 4.12 Participate in coding and billing of dietetics/nutrition services to obtain reimbursement		Novice 1	Developing 2	Mastered 3	4 5

<b>Professional Practice Expectations</b>	<b>ACTIVITES PERFORMED</b>	<b>SCALE</b>				
SP 2.1 Practice in accordance with ADA standards and code of ethics		Novice 1	Developing 2	Mastered 3	4	5
SP 2.2 Demonstrate professional writing skills		Novice 1	Developing 2	Mastered 3	4	5
SP 2.4 Use effective education and counseling skills to facilitate behavior change		Novice 1	Developing 2	Mastered 3	4	5
SP 2.5 Demonstrate active participation, teamwork and contributions in group settings		Novice 1	Developing 2	Mastered 3	4	5
SP 2.6 Assign appropriate patient care activities to DTRs and/or other support personnel as needed		Novice 1	Developing 2	Mastered 3	4	5
SP 2.7 Refer clients/patients to other professionals & services when needs are beyond individual scope of practice		Novice 1	Developing 2	Mastered 3	4	5
SP 2.8 Demonstrate initiative by proactively developing solutions to problems		Novice 1	Developing 2	Mastered 3	4	5
SP 2.9 Apply leadership principles effective to achieve desired outcomes		Novice 1	Developing 2	Mastered 3	4	5
SP 2.11 Establish collaborative relationships to facilitate individual and		Novice 1	Developing 2	Mastered 3	4	5

organizational goals					
SP 2.12 Demonstrates professional attributes such as critical thinking, flexibility, time management, work prioritization and work ethic		Novice 1	Developing 2	Mastered 3	4 5
SP 2.13 Perform self assessment, develop goals and objectives and prepare a draft portfolio as defined by the CDR		Novice 1	Developing 2	Mastered 3	4 5
SP 2.14 Demonstrate assertiveness and negotiation skills		Novice 1	Developing 2	Mastered 3	4 5

**Student Strong Points:**

**Goals for Improvement:**

\_\_\_\_\_  
*Student's Signature*

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

\_\_\_\_\_  
*Evaluator's Signature*

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

## **Appendix 4: American Dietetic Association Code of Ethics**

## Appendix 4: Code of Ethics for the Profession of Dietetics

The American Dietetic Association 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.

The first code of ethics was adopted by the House of Delegates in October 1982; enforcement began in 1985. The code applied to members of The American Dietetic Association only. A second code was adopted by the House of Delegates in October 1987 and applied to all members and Commission on Dietetic Registration credentialed practitioners. A third revision of the code was adopted by the House of Delegates on October 18, 1998, and enforced as of June 1, 1999, for all members and Commission on Dietetic Registration credentialed practitioners. The current Code of Ethics was approved on June 2, 2009, by the ADA Board of Directors, House of Delegates, and the Commission on Dietetic Registration.

The Ethics Committee is responsible for reviewing, promoting, and enforcing the Code. The Committee also educates members, credentialed practitioners, students, and the public about the ethical principles contained in the Code. Support of the Code of Ethics by members and credentialed practitioners is vital to guiding the profession's actions and to strengthening its credibility.

### PREAMBLE

The American Dietetic Association (ADA) and its credentialing agency, the Commission on Dietetic Registration (CDR), believe it is in the best interest of the profession and the public it serves to have a Code of Ethics in place that provides guidance to dietetics practitioners in their professional practice and conduct. Dietetics practitioners have voluntarily adopted this Code of Ethics to reflect the values (Figure) and ethical principles guiding the dietetics profession and to set forth commitments and obligations of the dietetics practitioner to the public, clients, the profession, colleagues, and other professionals.

The Code of Ethics applies to the following practitioners:

- a) In its entirety to members of ADA who are Registered Dietitians (RDs) or Dietetic Technicians, Registered (DTRs);
- b) Except for sections dealing solely with the credential, to all members of ADA who are not RDs or DTRs; and
- c) Except for aspects dealing solely with membership, to all RDs and DTRs who are not members of ADA.

All individuals to whom the Code applies are referred to as “dietetics practitioners,” and all such individuals who are RDs and DTRs shall be known as “credentialed practitioners.” By accepting membership in ADA and/or accepting and maintaining CDR credentials, all members of ADA and credentialed dietetics practitioners agree to abide by the Code.

1. The dietetics practitioner conducts himself/herself with honesty, integrity, and fairness.

2. The dietetics practitioner supports and promotes high standards of professional practice. The dietetics practitioner accepts the obligation to protect clients, the public, and the profession by upholding the Code of Ethics for the Profession of Dietetics and by reporting perceived violations of the Code through the processes established by ADA and its credentialing agency, CDR.
3. The dietetics practitioner considers the health, safety, and welfare of the public at all times.
4. The dietetics practitioner will report inappropriate behavior or treatment of a client by another dietetics practitioner or other professionals.
  - a. The dietetics practitioner complies with all laws and regulations applicable or related to the profession or to the practitioner's ethical obligations as described in this Code.
  - b. The dietetics practitioner must not be convicted of a crime under the laws of the United States, whether a felony or a misdemeanor, an essential element of which is dishonesty.
  - c. The dietetics practitioner must not be disciplined by a state for conduct that would violate one or more of these principles.
  - d. The dietetics practitioner must not commit an act of misfeasance or malfeasance that is directly related to the practice of the profession as determined by a court of competent jurisdiction, a licensing board, or an agency of a governmental body.
5. The dietetics practitioner provides professional services with objectivity and with respect for the unique needs and values of individuals.
  - a. The dietetics practitioner does not, in professional practice, discriminate against others on the basis of race, ethnicity, creed, religion, disability, gender, age, gender identity, sexual orientation, national origin, economic status, or any other legally protected category.
  - b. The dietetics practitioner provides services in a manner that is sensitive to cultural differences.
  - c. The dietetics practitioner does not engage in sexual harassment in connection with professional practice.
6. The dietetics practitioner does not engage in false or misleading practices or communications.
  - a. The dietetics practitioner does not engage in false or deceptive advertising of his or her services.
  - b. The dietetics practitioner promotes or endorses specific goods or products only in a manner that is not false and misleading.
  - c. The dietetics practitioner provides accurate and truthful information in communicating with the public.
7. The dietetics practitioner withdraws from professional practice when unable to fulfill his or her professional duties and responsibilities to clients and others.
  - a. The dietetics practitioner withdraws from practice when he/ she has engaged in abuse of a substance such that it could affect his or her practice.
  - b. The dietetics practitioner ceases practice when he or she has been adjudged by a court to be mentally incompetent.
  - c. The dietetics practitioner will not engage in practice when he or she has a condition that substantially impairs his or her ability to provide effective service to others.

8. The dietetics practitioner recognizes and exercises professional judgment within the limits of his or her qualifications and collaborates with others, seeks counsel, or makes referrals as appropriate.
9. The dietetics practitioner treats clients and patients with respect and consideration.
  - a. The dietetics practitioner provides sufficient information to enable clients and others to make their own informed decisions.
  - b. The dietetics practitioner respects the client's right to make decisions regarding the recommended plan of care, including consent, modification, or refusal.
10. The dietetics practitioner protects confidential information and makes full disclosure about any limitations on his or her ability to guarantee full confidentiality.
11. The dietetics practitioner, in dealing with and providing services to clients and others, complies with the same principles set forth above in "Responsibilities to the Public" (Principles #3-7).
12. The dietetics practitioner practices dietetics based on evidence-based principles and current information.
13. The dietetics practitioner presents reliable and substantiated information and interprets controversial information without personal bias, recognizing that legitimate differences of opinion exist.
14. The dietetics practitioner assumes a life-long responsibility and accountability for personal competence in practice, consistent with accepted professional standards, continually striving to increase professional knowledge and skills and to apply them in practice.
15. The dietetics practitioner is alert to the occurrence of a real or potential conflict of interest and takes appropriate action whenever a conflict arises.
  - a. The dietetics practitioner makes full disclosure of any real or perceived conflict of interest.
  - b. When a conflict of interest cannot be resolved by disclosure, the dietetics practitioner takes such other action as may be necessary to eliminate the conflict, including recusal from an office, position, or practice situation.
16. The dietetics practitioner permits the use of his or her name for the purpose of certifying that dietetics services have been rendered only if he or she has provided or supervised the provision of those services.
17. The dietetics practitioner accurately presents professional qualifications and credentials.
  - a. The dietetics practitioner, in seeking, maintaining, and using credentials provided by CDR, provides accurate information and complies with all requirements imposed by CDR. The dietetics practitioner uses CDR-awarded credentials ("RD" or "Registered Dietitian"; "DTR" or "Dietetic Technician, Registered"; "CS" or "Certified Specialist"; and "FADA" or "Fellow of the American Dietetic Association") only when the credential is current and authorized by CDR.
  - b. The dietetics practitioner does not aid any other person in violating any CDR

requirements, or in representing himself or herself as CDR-credentialed when he or she is not.

18. The dietetics practitioner does not invite, accept, or offer gifts, monetary incentives, or other considerations that affect or reasonably give an appearance of affecting his/her professional judgment.
19. The dietetics practitioner demonstrates respect for the values, rights, knowledge, and skills of colleagues and other professionals.
  - a. The dietetics practitioner does not engage in dishonest, misleading, or inappropriate business practices that demonstrate a disregard for the rights or interests of others.
  - b. The dietetics practitioner provides objective evaluations of performance for employees and coworkers, candidates for employment, students, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.

Accessed from <http://www.eatright.org/codeofethics/> Journal American Dietetic Association, 2009; 109: 1461-1467.

Student Agreement Form

MY SIGNATURE BELOW VERIFIES THAT I HAVE:

- 1) READ THIS HANDBOOK
- 2) UNDERSTAND ITS CONTENT
- 3) WILL COMPLY WITH ITS CONTENT.

---

DATE

---

SIGNATURE





