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Introduction to Post-BS Certificate – Dietetic Internship

The Post-BS Certificate–Dietetic Internship (PBC-DI) is designed to provide supervised preparation and supervised practice experiences established in compliance with the standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. Successful completion of the program leads to eligibility to take the national registration exam for dietitians and active membership in The Academy of Nutrition and Dietetics. This program goal is met by 10 weeks of post baccalaureate supervised preparation and 27 weeks of supervised practice including an area of concentration, “Professional and Community Engagement”. The supervised practice component may be completed at one site for 27 weeks or at a combination of two or more sites. This program is a full-time obligation. Interns will be scheduled to work a minimum of 40 hours per week, following the same schedule as other professional staff at the facility to which they are assigned. In addition, numerous written assignments and projects are required to demonstrate the Core Competencies for RDs as specified by the 2012 ACEND program standards.

Post-Baccalaureate Certificate Program – Dietetic Internship

Effective Fall, 2006, the accredited Dietetic Internship is a Post-BS Certificate Program administered through the Graduate School and the Department of Nutrition at UNCG. Please note that all dietetic interns must submit a Plan of Study and must apply for graduation as a requirement of this new designation. However, for Post-BS Certificate graduate students, no graduation fee is required. All those who complete this 15-credit certificate program will receive an official certificate from UNCG and their transcript will indicate completion of the program as well. The program was granted continued accreditation in November 2013.

Mission

The mission of the Dietetic Internship program is to prepare competent entry-level dietitians for positions in clinical, foodservice, and community nutrition to better serve individuals and their families, particularly in North Carolina. The program provides a curriculum with supervised preparation and

Revised 5/26/16
supervised practice in order to complete the Post-BS certificate – Dietetic Internship program. The DI program is structured to provide diverse learning opportunities within the state that enable each student to further develop and apply their knowledge and skills in order to provide quality nutrition care in diverse practice settings. The learning environment helps promote student understanding of the importance of self-reflection, oral and written communication, problem solving, teamwork, life-long learning, and service to the profession and the community.

**Program Goals**

1. The program will prepare competent entry-level practitioners who obtain employment in dietetics-related positions.
2. The program will encourage the development of life-long learning.
3. The program will prepare graduates who demonstrate a commitment to professional and community service.

**COSTS (estimated and subject to change)**

Each intern is expected to provide the following:

- DI User Fee: $200
- Uniforms/Lab coats/non-skid shoes: $150
- Text Books: $400
- Transportation to and from affiliation: varies
- Housing: $500-600/month
- Liability Insurance: $35
- Health Insurance/major medical: varies

*Estimated Tuition & Fees for 2013-14 (15 graduate credit hours)
*Please verify schedule of tuition and fees with UNCG Cashiers and Student Accounts Office
* [www.uncg.edu/fsv](http://www.uncg.edu/fsv) (see cashiers and student accounts tab)

- Vaccinations, TB test, Hepatitis B vaccine, etc.: varies
- Student membership in AND*: $50
- Greensboro District Dietetic Association membership: $15
- Criminal Background Check: $10-50
- Physical Exam/Drug Testing: varies
- RD Exam Review Course/Materials (recommended): $380
- Graduation Fee – PBC-DI only: $0
  - MS+PBC-DI: $60

* Must become a member/maintain AND membership for program completion
UNCG Dietetic Internship Program Requirements

After being matched/accepted into the UNCG DI program, all interns/students must:

- Apply for admission to the UNCG Graduate School for the Post-BS Certificate – Dietetic Internship Program at UNCG. Instructions will be provided to the student by the DI Director in early May.
- Provide final official transcript(s) from the Registrar of an accredited University or College documenting that a minimum of a baccalaureate degree has been conferred BEFORE the beginning date of the DI program at UNCG. (overall GPA of 3.0/4.0 required)
- Provide a signed original Verification Statement documenting completion of a Didactic Program in Dietetics (DPD) after 1987 to verify completion of all undergraduate dietetics education knowledge requirements. Date of completion on the signed DPD Verification Statement must be BEFORE the beginning date of the DI program at UNCG. In addition, the UNCG DI program requires that signed DPD Verification Statements must be no more than five (5) years old (see Recency of Education policy).
- Provide proof that immunizations are up to date. Some health care facilities may require additional immunizations in order to procure placement at their site. (Intern responsible for costs of immunizations)
- Provide proof of health insurance coverage. (Intern responsible for costs)
- Have a car, valid driver’s license, and sufficient automobile insurance as required in North Carolina. Supervised practice facilities are located throughout North Carolina and public transportation is lacking or limited in most areas. (Intern responsible for all transportation and liability costs)
- Obtain housing. (Intern responsible for her/his own living arrangements and costs)
- Obtain Student Professional Liability Insurance. Must apply for this prior to beginning supervised practice placement. (Intern responsible for costs)
- Obtain a criminal background check (CBC) immediately prior to beginning supervised practice experience placement. Some facilities also require a urine drug screen test. (Intern responsible for costs)
- **Fall semester:** Register for and complete NTR 602 (Supervised Preparation for Professional and Community Engagement) and NTR 693 (Supervised Preparation for Practicum in Clinical Dietetics); 3 student credit hours each. (Intern pays tuition and fees and purchases all textbooks and handbooks). Achieve grade of B or better in each.
- During fall semester, work with DI program faculty to obtain interviews and subsequent placement in facilities with instructional agreements with DI program for supervised placement assignments.
- Submit a Plan of Study listing the coursework that comprises the Post-BS Certificate-Dietetic Internship program at UNCG to the Graduate School for approval. This form must be signed by the intern, the DI program director, the Director of Graduate Studies and the Dean of the Graduate School. A signed copy is kept in the intern’s file and a copy is also provided to the intern by the DI Director.
- **Spring semester:** Register for and complete NTR 606A (Practicum in Clinical Dietetics: Management), NTR 606B (Practicum in Clinical Dietetics: Clinical), and NTR 606C (Practicum in Clinical Dietetics: Community); 3 credits each. (Intern pays tuition and fees). Achieve overall GPA of 3.0/4.0 for graduation. Apply for graduation through the Graduate School according to your plan of study (May for August graduation). MS students must also apply for MS program graduation.

**Note:** Placement facilities reserve the right to refuse placement to an intern who has a positive CBC report incident or who fails the urine drug screen. If the intern is unable to be placed for one or more required rotations, she/he will not be able to complete the DI program.

Additionally, interns must have access to the internet, access to a computer with Blackboard supported browser and plug-ins as needed to complete assignments and projects.

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UNCG Dietetic Internship Program Completion Requirements:

- Completion of NTR 602 (Supervised Preparation for Professional and Community Engagement) and NTR 693 (Supervised Preparation for Practicum in Clinical Dietetics) with a grade of B or better in order to progress to the supervised placement experience component of the program.
- Completion of all supervised practice rotation competencies for management (NTR 606A), clinical (NTR 606B), and community nutrition (NTR 606C) as delineated in the UNCG Dietetic Internship Policies and Procedures Handbook.
- Completion of all assignments associated with the specified core competencies for RDs to be completed during supervised preparation and supervised practice rotations. Each assignment must be reviewed and approved by the intern’s preceptor or program faculty member.
- Submission to the UNCG program faculty of all required performance evaluation forms - at least six (6) completed Student Evaluation: Performance and Practices Forms - which are to be completed during the various supervised practice rotations. Each evaluation form must be signed by the intern’s preceptor and/or DI Director and the intern. These evaluations are kept as part of the DI program records for at least 5 years. In addition, students must complete at least six (6) of the same evaluations as a Self-Evaluation. Each must be signed by the student and one of her/his preceptors or DI program Faculty.
- Completion of an exit interview with UNCG DI Director.
- Completion of Commission on Dietetics Registration (CDR) documents required for submission to CDR for assessment of intern’s eligibility to apply to take the national Registered Dietitian examination.

Upon completion of all requirements of the Dietetic Internship program, each intern will be issued an official Verification Statement by the DI Director. (see UNCG Dietetic Internship Verification Statement Policy)

UNCG Dietetic Internship Verification Statement Policy:

Upon completion of all requirements of the DI program, the DI Program Director will issue a Verification Statement containing the intern’s name, social security number, date of completion of all program requirements, program name and program identification number, program director name, address, date of form preparation, and original signature in an ink color other than black. This Verification Statement is an official document of the Accreditation Council for Education in Dietetics and Nutrition (ACEND) and is required to verify that all requirements for accredited Dietetic Internship programs have been completed.

Each intern will receive six (6) copies of this DI Verification Statement for her/his files and use. The Verification Statement can be used as proof of completion of all DI program requirements when the program graduate is applying for employment, licensure, or other professional use that may require verification of completion of a DI program.

Two (2) copies of each program graduate’s DI Verification Statement will be kept in the permanent files of the program in compliance with ACEND accreditation standards.

UNCG Policies and Procedures
The University of North Carolina Greensboro has established Student Policies and Procedures that guide day-to-day operations. The Department of Nutrition follows these procedures which can be found at the following web links:

Http://www.uncg.edu/grs/bulletin/index.html

Revised 5/26/16
Responsibilities Before the Professional Experience

The supervised practice field experience requires the intern to be on site a minimum of 40 hours a week under the direction and supervision of the site director or designated preceptor. The intern is responsible for demonstrating the core competencies for RDs as specified in the ACEND 2012 program standards. Supervised Practice Core performance competencies and specific learning activities will are outlined beginning on page 29. Learning experiences may not necessarily be met in the order presented.

The intern and site director may develop a schedule for completion of all written and experiential assignments. Responsibilities of both the site and the intern are outlined below.

I. Faculty in the Educational Institution

   a. With the Intern

1. Orient the intern to the purpose and general objectives of the field experience through group meetings and NTR 602 (required course of all Supervised Practice Program participants). Interns must also successfully complete NTR 693. Interns must achieve a 3.0 GPA in order to begin the supervised practice experience. Students will be given the opportunity to strengthen their performance during these courses to help the student attain this requirement. If additional work is required after completion of the courses, a change in the supervised practice placements may be needed. Such changes may not be possible for a given practice site. In that case, additional interviewing may be needed to assure that the intern has arrangements for all required rotations. Should the intern not be able to achieve a GPA of 3.0, the intern will not be permitted to continue the program.

2. Make available and advise intern of information from the various agencies offering field experiences.

3. Inform intern of procedures for competitive interviewing process.

4. Assist the intern with the interviewing process.

5. Obtain placement at one or more sites for each intern. Interns may begin their 27-week supervised practice experience in November or January.
II. Site placement procedures and policies:

The placement procedure begins two-four months prior to beginning the Supervised Practice portion of the Dietetic Internship program. These activities are concurrent with enrollment in the supervised preparation activities completed during the fall semester (NTR 602 & 693).

a) The intern reviews available sites and submits three or more choices for site placement for each type of rotation (MGT, CI, CO) to DI Director by a specified date.

b) The intern prepares a letter of introduction requesting site interview, a resume and secures copies of all transcripts.

c) The intern sets up an appointment with DI Director to review letters and resume PRIOR to mailing them to sites. Do not send the materials until notified to do so by the DI Director (see part (e) below).

d) The DI Director will notify sites of the names of candidates requesting interviews and the time frame for completing interviews.

e) The intern will mail credentials to selected sites for review by the date specified by DI Director.

f) The facility Site Director will select the interns for interviews that they wish to consider for placement.

g) The DI Faculty will notify the interns of their interview selections.

h) At that time, the intern will contact the site director by phone to set up the interview. Some sites choose to give DI faculty a list of times that they are available for interviews. Interns will be notified of this on a site by site basis. The intern will follow up with an email confirmation to the Site Director. Please cc DI Director on the emails.

i) Interns will provide their own transportation to and from interviews. Interns are responsible for all transportation costs and liabilities.

j) The facility Site Director will select candidate(s) for placement following one or more interviews and will notify the DI Program Faculty.

k) The intern will rank order his/her choices of sites for placement and notify DI Program Faculty in writing.

l) The DI Director will facilitate the matching of site selections with intern choices. Site choices will take precedence over intern choices. The DI Director will notify interns in writing of their placement. All interns will be notified on the same day.

m) The intern will select one of the following options:

1) accept the placement
2) refuse placement
3) in the event that neither first or second choice is available for the student, the Intern may interview at unfilled sites.
4) redirect career goals (withdraw from program)

n) The intern will accept site placement by writing a letter to site of mutual choice confirming their commitment. It is appropriate for interns to write a letter or email to all sites where they interviewed thanking them and stating where they have been placed. Provide DI Program Faculty with a copy of each letter.

o) Once the intern has secured site placement, the intern will:
   1) secure housing, transportation and parking arrangements.
   2) secure health insurance and $1,000,000/$3,000,000 malpractice insurance and personal liability insurance.
   3) secure a background check using the contracted agency of the UNC system

p) The DI Director will conduct an orientation meeting to discuss site placement and requirements of the professional experience. This will be scheduled approximately one month prior to beginning site work experience and may occur as part of NTR 602. This will facilitate the entry into the professional work setting.

q) Interns will enroll for a total of nine credit hours of 606 A,B,C as designated by the DI Program Faculty. (Register prior to beginning of spring semester)

III. DI Program Faculty Responsibilities With the Supervised Practice Site Facilities:

1. Communicate by telephone, personal conference, email, or letter with the Site Director regarding the agency’s capability to accept a specific intern(s) at a specific time for the experience.

2. Prior to the experience a contractual/written agreement will be developed with the field agency. The agreement is renewed according to the policies and procedures of the institution.

3. Provide procedure by which the interns may apply for the site placement through a competitive interviewing process.

4. Provide educational training for site preceptors, as requested.

5. By correspondence and/or telephone, finalize the plans for the intern’s field experience.

6. Prior to the placement of an intern at new sites, the DI Director will visit the site to familiarize the director with programs and services of the agency and to develop good working relationships with the field agency personnel. Site visits are made regularly to each site.

7. Annually, provides access to updated UNCG DI Student Policies and Procedures Handbook (electronically via website or e-mail and/or hard copy upon request) and learning activities for clinical, management, and community supervised practice experiences.
8. Discuss with facility Site Directors the content of evaluations of the intern during the practicum experience, e.g., attitude, behavior, participation, performance, etc.

IV. The Supervised Practice Site Staff

a. With the Educational Institution

1. Accept the responsibility for coordinating with the educational institution in planning and providing field experience for a specific intern at a specific time.

2. Furnish background material for DI Program Faculty to use in acquainting the intern with the overall program and services of the field agency; a brief description of the nutrition program and services; roster of nutrition and dietetics personnel of the agency; and any other materials that are pertinent.

3. Review applicants requesting placement.
   1. Notify DI Program Faculty of site’s choices for interviews.
   2. Interview interns.
   3. Notify DI Program Faculty to the Director of site’s choice of interns by rank order.

7. Develop a written plan/schedule for the interns during their time at your facility that will aid the intern in completing the ACEND (Accreditation Commission for Education in Dietetics and Nutrition) Core Competencies for Entry Level Dietitians as specified in the UNCG DI Student Policies and Procedures Handbook.

8. The site preceptors will in conjunction with the facility site Director complete a mid-point and final evaluation of each student. All assignments will be reviewed by the facility Site Directors and revised as needed. All assignments will be provided to DI Faculty as specified (i.e., via Blackboard and/or binder and/or e-mail) by the intern. Evaluations will be given to the UNCG DI Program Faculty as agreed upon (i.e., at site visits, provided during exit interview).

III. Dietetic Intern “Position Description”

The dietetic intern will be expected to work full-time (minimum of 40 hours per week) during the 27-week supervised practice experience. In addition, numerous projects and assignments must be completed as part of the mastery of the program’s required performance competencies. To assist the dietetic intern in understanding her/his role, the following “position description” has been developed. Each intern should carefully read this “position description” before and during her/his placement experience.
**DIETETIC INTERN POSITION DESCRIPTION**

**POSITION TITLE:** Dietetic Intern  
**DEPARTMENT:** Nutrition/Nutrition Services  
**REPORTS TO:** Dietetic Internship Director; DI Supervisory Faculty; Facility Supervisor

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**POSITION PURPOSE:**
To gain extensive, practical experiences in generalist dietetics (nutrition, clinical care, foodservice operations, food science applications, management and community functions) in order to attain a competency level for eligibility in the Academy of Nutrition and Dietetics as an active member, qualified to sit for the Registration Examination.

The experience will enable the intern to develop professional ethics, knowledge, interpersonal and communication skills, as well as to identify career goals through various rotations and affiliations. Through these various experiences, the intern will be able to be eligible for an entry-level position in dietetics. Entry-level dietetics is defined as the first three years of practice after the qualifying experience of a dietetic internship or coordinated undergraduate program.

**DIMENSIONS:**
Training and Experience: B.S. degree from an accredited university is required. Background must meet AND DPD course requirements. Paid or volunteer experience in health care settings preferred.

Operating Budget: Interns share in responsibility for cost containment during all clinical and management rotations.

Supervisory Requirement: Interns assist Facility Supervisors in area supervision of diet aides, technicians and clerks, and other employees during assigned rotations.

Staff Responsibilities: Interns will interact extensively with other nutrition staff, medical staff, and nursing regarding all aspects of food service and patient care.

Patient Responsibilities: Interns are responsible for screening, consultation, instructing and billing of assigned patients in clinical rotations and for carrying out services under the guidelines established by the facility Policy and Procedures.
NATURE AND SCOPE OF RESPONSIBILITIES: The following responsibilities and duties are expected of the dietetic intern:

- Completion of assignments and projects with at least 80% or satisfactory level of competency. These assignments are specified in the UNCG DI Handbook.
- Supervision of employees in patient service, foodservice, community and clinical areas as assigned.
- Assistance with the completion of daily tasks assigned to foodservice personnel, technicians, clerks, supervisors, dietitians and management staff as assigned for the rotation. Daily tasks are completed by enforcement of facility policies and procedures.
- Bearing the costs of daily assignments in rotations and during all affiliations and field trips (including but not limited to meals, transportation, parking, meeting registration fees, etc.)
- Instruction of patients/clients in the facility setting, using approved, current and accepted educational materials and techniques in accordance with departmental standards. Instructions shall include adequate nutritional screening and needs assessment techniques, use of established protocols for disease states, use of good interpersonal skills, and appropriate documentation.
- Performance of activities of a clinical dietitian or supervisor/manager during units requiring Staff Relief. See appropriate job description for position relieved.
- Participation in all scheduled meetings, classes, seminars and patient rounds as permitted by other duties of the rotation.
- Action in assigned position as well as student-intern to learn tasks of each position, limitations of the position, challenges and opportunities of the position, and to offer suggestions for improvement in all positions as performed personally.
- Reporting any exceptional or problematic experiences to the Program Director immediately, with suggestions for future changes where deemed appropriate.
- Sharing prior experiences with staff of the facility in order to enrich present experiences and to assist personnel of the facility. In addition, knowledge about a particular subject may also be shared.
- Coordination of meetings as assigned, or planning and teaching of group education sessions during a rotation when assigned.
- Provision of in-service training to employees of a unit, where assigned, to ensure high quality standards for food preparation, delivery and service, or for nutritional care.
- Action as a role model for personnel regarding sanitation, safety, health practices, nutrition knowledge.
- Applying current research trends in nutrition to form a knowledgeable opinion about issues of concern to the public, to staff members or to employees.
- Demonstration of high personal and professional standards of ethics and practice.
- Maintaining an active and visible role in the community and health care setting as a nutrition educator, and as an advocate of scientific nutrition and health promotion.
- Independent assessment and judgment regarding patient care based on broad knowledge base, readings, and training.
**MAJOR ACCOUNTABILITIES:** The dietetic intern will demonstrate competence for the following areas of accountability:

**30% Patient Care/Nutritional Care:**
- Reads medical record, extracts useful information to assess patient’s nutritional status, and implements nutritional care accordingly using the Nutrition Care Process as appropriate.
- Writes and evaluates nutritional care plans, recommending or implementing appropriate actions.
- Demonstrates competency to other members of the health-care team by effective verbal and written communication (i.e., through charting, cardexes, and verbal consultation).
- Demonstrates knowledge of medical nutrition therapy through appropriate recommendations, dietary consultation, diet instructions and counseling, monitoring of foodservice operations and trayline functions.
- Applies knowledge base to help foodservice personnel serve appropriate modified diets to all patients.
- Uses appropriate active-listening techniques with patients when conducting meal rounds or diet counseling sessions.
- Consults with other members of the health-care team (physicians, nurses, pharmacists, other therapists) to effectively apply services of all disciplines to provide and evaluate care of each patient.

**30% Educational techniques:**
- Demonstrates competency and ability to conduct effective educational programs for individuals and groups of up to 50-100 persons.
- Presents accurate technical information to peer interns, staff and colleagues through lectures, demonstrations, and presentations.
- Evaluates technical information and applies appropriate lay terminology for public interactions (e.g., develops teaching tools)
- Teaches staff and peer interns.
- Counsels hospitalized or ambulatory patients/clients on a 1:1 basis.

**30% Supervisory and Management Skills:**
- Demonstrates the ability to manage responsibilities of a foodservice supervisor in various settings.
- Maintains a positive working relationship with all staff members and employers by utilizing good management principles.
- Demonstrates effective management of daily operations in such areas as scheduling, ordering food and supplies, cost containment efforts, quality control, quality improvement measures, and time management.
- Maintains responsibility for personal growth and enrichment by attending lectures, actively participating with questions and discussions.
- Functions calmly while under pressure and in emergency situations.

**10% Customer Relations:**
- Promotes a positive image of dietetics at all times, through personal and professional interactions.
- Maintains appropriate, positive customer relations at all times with physicians, nurses, other members of health-care team; with visitors; with family members; with all patients/clients…through direct personal contact and while supervising other employees.
Environmental Factors:
- Exposure to chemical compounds, slippery floor conditions, possible hazardous conditions en route to affiliations and class days.
- Exposure to possible hazards of microwaves, various pieces of kitchen equipment (steam kettles, ovens, mixers, slicers) while in foodservice operations.
- Exposure to loud noises of trayline or kitchen equipment.
- Working in varied work sites of the placement facilities.
- Exposure to excessive humidity and dampness in various kitchen or office areas.
- Exposure to excessively dry or cold areas (kitchen, offices, dock areas.)
- Limited work space for work and for personal property in some work areas.
- Working independently of others as well as in teams.
- Many variations in expected work hours, depending on assignment.
- Exposure to sick and dying patients and infectious illnesses during clinical and community rotations.
- Exposure to potentially violent patients or employees in some rotations.
- Possibility of working in early morning or late evening hours depending on rotations.

Functional/Physical Factors:
- Light to heavy lifting -- up to 50 lbs. with resistance, in some rotations and assignments (office, kitchen.)
- Reaching above shoulders and stretching to reach storage shelves to retrieve materials and supplies.
- Bending to check trays and to complete sanitation inspections.
- Simple grasping.
- Fine manipulation (computers, typewriters, calculators.)
- Use of both hands required or compensated by acceptable prosthesis (especially lifting, working in kitchen areas.)
- Keen visual acuity to distinguish numbers, doctors' orders in charts, nourishment and patient cardexes, recipes, spreadsheets, and for focusing on computer screens
- Ability to distinguish colors and shades of color (for teaching, for use of various menus and tools)
- Normal or corrected hearing
- Good sense of direction for fast and efficient movement through facilities; use of stairs often required.
IMPLEMENTATION PROCEDURES AND RECORDS DURING PROFESSIONAL EXPERIENCE

Course Requirements

All interns earn 15 student credit hours of graduate course credit for the DI experience. Interns may begin the DI supervised practice experience during Fall or Spring semester, depending upon intern availability and/or placement site schedules.

Interns accepted/matched into UNCG’s DI Program will register for three student credit hours of NTR 602 and three student credit hours of NTR 693 during the Fall Semester (6 student credit hours total), and three (3) student credit hours each of NTR 606A, NTR 606B, and NTR 606C during the Spring Semester (9 student credit hours total). Depending upon placement sites, students may begin their supervised practice experiences in November or January. All interns will complete a total of 10 weeks of supervised preparation and 27 weeks of full-time supervised practice at one or more facilities. In addition, each intern will identify a community partner and complete the competency requirements of the program’s area of concentration, Professional and Community Engagement.

Attendance and Work Schedule

During the first week of the rotation, interns will work out a tentative schedule with the Site Director to meet the objectives of the rotation. A copy, if available, should be given to DI Director. It is recommended that deadlines be set for completion of assignments and dates for evaluations. Interns will be scheduled to work a minimum of 40 hours per week following the same schedule as other professional staff. Interns are expected to work some weekends and holidays, to experience the different work patterns of professional staff. Interns are expected to complete all written assignments on their own time.

Interns are expected to arrive on time every day. If an emergency/illness arises, the intern must contact the Site Director as well as the UNCG DI Director before the work day begins. Interns should clarify with the Site Director/Preceptor how she/he prefers to be contacted regarding illness/emergency. All rescheduling should be handled through the Site Director and DI Director. Make-up times are arranged at
the discretion of the Site Director and DI Director. (See page 14 on compensatory leave days). All absences and reasons for absences must be documented as specified (i.e, via Blackboard). All deadlines must be met; otherwise objectives will not be met in the time allowed for their accomplishment. The meeting of deadlines is a significant factor in all evaluations.

**Compensatory Leave During Professional Experience**

Every intern is allowed one work day (8 hours) compensatory leave for each month worked. However, the intern schedule is set by the site. The intern is expected to adhere to site scheduling guidelines. Compensatory leave days must be approved by the facility Site Director and UNCG DI Director in advance of the intern’s taking that time off, except in the case of an emergency.

Compensatory leave days are to be used for sick days, personal days, holidays or inclement weather. Any days taken which exceed the number allowed must be made up. University holidays do not apply to interns participating in the DI experience. Interns are encouraged not to take leave days to allow more time for professional experience. Since interns are required to take a set number of hours per rotation, interns are not permitted to take all of their leave days in one rotation.

Interns attending conferences to present research data are allowed to count the days of the conference as internship days, but any travel days will be counted as personal leave days.

If an intern is ill for an extended period of time or for personal reasons is unable to complete the scheduled experience, arrangements will be made through the DI Program Director to either extend the experience or secure an alternate site, if available.

As a professional starting out, the intern should keep in mind that the professional responsibilities outweigh personal preferences. Remember, people do get sick. It does snow in N.C. and we also have ice storms. These events have to be planned into the 27-week supervised practice experience. To this end, interns are encouraged to manage time to cover the unforeseen.

**Communications Policy**

Revised 5/26/16
Telephone Communications: Identify yourself, your position, and your facility when placing and receiving calls. [Example: Susan Jones, Dietetic Intern, Moses Cone Hospital] Do not use abbreviations. [Example: Duke University Medical Center, not DUMC] Be brief and businesslike in conveying and receiving information. Obtain and note all necessary information when accepting messages, such as date, time, and name of caller, message (clearly written) and your own signature.

Outgoing and incoming calls, including those made with or received on personal cell phones should be limited to official business only. Telephone calls and texts of a personal nature should not be made nor received while on duty. If it is absolutely necessary to accept a personal incoming call/text, be brief.

NOTE: Please check with each facility where you are obtaining your supervised practice experience for their policies regarding use of cell phones and receiving personal communications while on duty in the facility. Most facilities do not permit taking personal communications while on duty. Many hospitals also have specific policies against using cell phones in various areas within the hospital. Such policies supercede these general policies.

Oral and Written Communications: In oral communications, while on duty, use surnames only in addressing others. [Example: Ms. Jones.] Address and sign all written communications including medical record documentation with full name and title. [Example: To: Susan Jones From: John Smith, Dietetic Intern]

Personal Conversations: Lengthy personal conversations should be avoided during on-duty time. Use discretion in discussing matters of a non-business nature in the work setting. Avoid discussions of a private, personal, or confidential nature. Never hold such discussions in the presence of patients, employees, visitors, and personnel from other departments.

Written Assignments and Grading

Interns are to complete all written assignments and give them to the site director/designated preceptor. Facility Site Directors will review the work and may require revisions as they see fit. All written work is then provided by the intern to DI Program Faculty for review. Written assignments should be
submitted for review on a regular basis and/or during site visits. It is not acceptable to hold assignments and submit them in bulk for review unless negotiated with DI Program Director. Some documents such as patient education materials may be viewed best in print and can be turned in during site visits or submitted at the end of a rotation.

The DI Program Director will submit comments and suggestions to assignments as appropriate. Additional work may be required on some assignments. The DI Program Director will indicate a day and time when s/he will be available to discuss any concerns of the intern.

Interns are evaluated a minimum of once every 4-5 weeks using the Student Evaluation Professional Performances and Practices Rating forms (see pgs 49-58). There should be a minimum of six (6) preceptor evaluations for the entire supervised practice experience. Facility Site Directors will review the evaluation with the student and both will sign the form. Interns should also complete the same evaluation form every 4-5 weeks as part of their on-going self-evaluation process. The intern and preceptor can then compare their evaluations and discuss any differences that may exist. It is recommended that more frequent evaluations on either a formal or informal basis be implemented and mailed to the DI Program Faculty for review. These evaluations will be placed in the student’s DI file at UNCG. In addition, interns will be evaluated on specified learning activities for the purpose of demonstrating the core competencies for RDs as specified by the 2012 ACEND Standards for DI Programs.

**Reflective Journal:** Interns will also keep a reflective journal throughout the DI program. One aspect of learning is reflecting upon what you are experiencing and discussing this with others. Therefore, this type of “open-ended” journal can be thought of as a type of record of the student’s “intellectual journey” through the supervised practice experience. Interns must post/submit journals in Blackboard (Bb) via Discussion Board at least once per week. Weekly journals are due by noon on Sunday. The entries should include the students’ thoughts, feelings, questions, opinions, and revelations about the supervised practice experience. This activity should help clarify the student’s thinking as she/he searches for connections between theory and practice. Discussion Board entries are posted such that they can only be viewed by the intern, peer interns.
and DI Program Director. A journal **must** be kept in order for a student to have completed the requirements of the DI program. Since journals contain private information regarding the intern's experiences with the site, we recommend you journal in a private location. Please avoid journaling in an office at your facility while RDs or other staff are present as well as public areas at the facility.

Cheating, plagiarism, and fabrication are **not** permitted. All interns are responsible for knowing and following the Academic Integrity Policy at UNCG. Each student can find these policies in the UNCG Student Calendar/Handbook issued annually by UNCG and at www.studentconduct.uncg.edu

Final grades for NTR 606A, B or C are based on: 1) written and verbal evaluations by Site Directors; 2) quality of student assignment completion; 3) professional behavior; 4) organization and timely communication with UNCG DI faculty; and 5) DI Director’s evaluations.

**Site Visits by UNCG Supervised Practice Program Director**

The DI Director will visit each intern several times during the 27-week experience and will have numerous contacts by phone or email with the intern and/or the Site Director to monitor the student’s progress.

**Evaluations**

Site Directors will complete a written assessment of each student’s performance during the fifth and ninth week of each nine week rotation (see Student Evaluation Forms, pgs 49-58). More frequent written and oral evaluations are recommended. An Evaluation of Professional Group Nutrition Education Presentation (p. 59) should be completed by the preceptor for the professional in-service. Diet Instruction Evaluation (pgs 61-62) should be completed by the preceptor for a renal, diabetic, and cardiac diet. The Diet Instruction Evaluation should be reviewed with the student, and sent to the DI Faculty. The Case Study Presentation Evaluation Form (p. 60) can be used for evaluating the case study. All evaluations are signed by the evaluator and the intern. Evaluations are turned in to the DI Director. **A Verification Statement for completion of the Supervised Program will not be issued by the Program Director unless all required evaluations have been completed for the student.** Interns must have multiple evaluations from each
rotation that is longer than four (4) weeks. In addition, evaluations will be required for specified learning
activities. These evaluations will be collected and retained by the DI Director for collection of Student
Learning Outcomes data as required by ACEND accreditation standards.

**Spring Semester Meetings for Interns**

During Spring semester of the 27-week supervised practice experience, the DI Program Faculty will
conduct intern meeting(s) to discuss completion of ACEND competencies and career opportunities. These
are business/social meetings required for all interns and time spent in meetings will count toward the
required DI program hours. The DI Program Director will make arrangements for these meetings early in
the spring semester. Missing this meeting will result in a point deduction from the intern’s communication
score.

**Exit Interview**

An exit interview will be completed at the end of the professional practice experience at UNCG. All
assignments must be completed and reviewed by the facility Site Director and the DI Program Director prior
to or during the exit interview. At this meeting, each intern will sign forms required by the Commission on
Dietetic Registration (CDR). The DI Director will then process the forms in a timely manner to CDR. After
CDR has reviewed these forms, notification will be sent to ETS/ACT which will send the application forms
for the RD exam directly to the student. Interns generally do not receive the RD exam application forms
until 4-6 weeks after the Exit Interview with the DI Program Director. During the exit interview, the DI
Program Director will ask the intern a series of questions designed to allow the intern to evaluate the
supervised preparation and supervised practice experiences.

**DI Grievance Policy**

If an intern has concerns about the fairness and/or validity of the content or process of an experience, the
following steps should be taken to voice the concern.
1. The first step is always to consult with the Site Director of the supervised practice experience. The consultation should include intern presentation of the problem(s) and constructive, feasible suggestions for a solution of the problem.

2. If consultation with the facility Site Director proves unsatisfactory, the intern should consult with the DI Director. The DI Director will then negotiate with the Site Director and intern(s) to find a reasonable solution.

3. If continued placement at a particular site is determined to not be in the best interest of the intern or the site, the DI Program Director, Facility Site Director, and intern to determine an alternative course of action.

4. If an individual intern wishes to appeal an evaluation, the steps 1 and 2 above are followed. If the solution negotiated is not considered appropriate by the intern, the intern is to submit a statement to that effect in writing to the DI Program Director. The DI Program Director then makes an appointment with the DPD/DI Advisory Committee to review the situation and make recommendations for a final decision. These procedures are in accordance with the Grievance Procedures for Students outlined in the UNCG Policies for Students, which is updated annually.

**Grade Appeal Policy**

Interns wanting to appeal their internship courses must follow the Grade Appeal Policy for the University. "An appeal of a grade must be made within one year of the date the grade was posted. The process of appeal must adhere to the following prescribed chain of command. The complaint is initiated with the instructor assigning the grade, then with the head of the department/program, and finally with the academic dean. If, at any level, the appeal is endorsed, endorsement at the next level is not required, but the endorsement is sent to The Graduate School for final decision. If the appeal is not endorsed at previous levels, a final appeal may be made in writing to the Graduate Studies Committee through the Dean of The Graduate School. Authority to change any grade, other than I, rests with the Dean of The Graduate School, subject only to the authority of the Chancellor." (The Graduate School Bulletin)

Revised 5/26/16
UNCG DIETETIC INTERNSHIP

PROFESSIONAL BEHAVIORS

Each intern must consistently demonstrate the following behaviors in all aspects of the professional program:

1. Identify policies of each of the following entities which pertain to interns and comply with them:
   a. the Dietetic Internship supervised practice program
   b. The University of North Carolina at Greensboro Policies for Students
   c. acute care, long-term care, and other community facilities in which the student has supervised practice

2. Demonstrate ethical behavior exemplified by such characteristics as:
   a. honesty
   b. accountability, including acknowledgment of personal errors, omissions and limitations
   c. follow-through with promised information and/or service
   d. maintenance of confidentiality of privileged information

3. Demonstrate cooperativeness and consideration in interaction with others, including willing participation in teamwork and exhibition of flexibility when change is necessary.

4. Follow instructions.

5. Demonstrate promptness in meeting all commitments.

6. Demonstrate thoroughness and completeness of work.

7. Pursue continuing professional growth through:
   a. self-evaluation
   b. acceptance of constructive criticism
   c. setting goals for personal achievement
Policy on Professional Impairment

All Dietetic Interns are accepted through the Graduate School and therefore subject to Graduate School policies. The following is excerpted from the University of North Carolina at Greensboro’s Graduate School Bulletin, Department of Nutrition section.

Policy on Professional Impairment

Nutrition faculty are responsible not only for the development of their students, but also to the profession and to the public. The faculty have a responsibility to teach and supervise their students, which is typically done in the context of an amicable relationship. However, they also have a responsibility to protect the public from incompetent professionals and to maintain the standards of the profession. Unfortunately, it is possible that not all students are capable of becoming competent professionals who will maintain standards of the profession. In these cases, faculty are obliged to take action when they have determined the student is professionally impaired. Students who experience continued serious difficulties and do not function effectively in academic and/or interpersonal situations will be counseled early, made aware of career alternatives, and if necessary, dropped from the program.

I. Definition of Professional Impairment

Professional impairment has been “defined broadly as an interference in professional functioning that is reflected in one or more of the following ways: (a) an inability and/or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior, (b) an inability to acquire professional standards skills in order to reach an acceptable level of competency, and (c) an inability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with professional functioning.” (Lamb et al. 1987. Professional Psychology: Research and Practice 18:597-603).

Examples of behaviors which may be evidence of professional impairment include the following. The list contains examples, and is not intended to be definitive; (1) violation of professional standards or ethical codes, (2) inability or unwillingness to acquire and manifest professional skills at an acceptable level of competency, (3) behaviors that can reasonably be predictive of poor future professional functioning, such as extensive tardiness or poor compliance with supervisory requirements, (4) personal unsuitability to the profession, e.g., substance abuse, chronic and disabling physical problems, (5) interpersonal behaviors and intrapersonal functioning that impair one’s professional functioning such as psychopathology, inability to exercise good judgment, poor interpersonal skills, and pervasive interpersonal problems.

II. Possible Actions to Follow Manifestations of Professional Impairment

This list contains examples, and is not intended to be definitive. These actions are not hierarchical and need not be applied in each case; (1) a formal reprimand, (2) an unsatisfactory grade (U) in a practicum course with the requirement that the course be repeated, whether it was an elective or required practicum (3) personal therapy, (4) leave of absence, (5) required additional practicum or course work, (6) increased supervision (e.g., more frequent supervision, more than one supervisor), (7) formal probation, (8) recommendation of withdraw from the program or changing to another program, (9) recommendation of formal dismissal from the program by the Dean of The Graduate School.
III. Due Process: Evaluation of Professional Impairment

1. There is a written policy on professional impairment that is systematically distributed to all NTR graduate students, with signatures evidencing student review of the policy. Copies of this will be included in each student’s folder.

2. All students will receive written notification of problems, including written descriptions of specific incidences that may evidence professional impairment, from the Director of the Graduate Program in Nutrition. Such written notification will be placed in the student’s departmental file.

3. The student evidencing professional impairment will usually be given an opportunity for remediation (although individual circumstances may not allow this, and this is not legally required), with specific descriptions of problems, suggestions for remediation, time limit, and notice of consequences if remediation is not successful, all noted in writing. Such written evaluation will also be placed in the student’s department file.

4. When the judgment is made that serious professional impairment exists and that the consequences to the student are major, the student may request a hearing in which the student may present his or her view of the situation. The hearing will be convened by the Director of the Graduate Program in Nutrition and will include member of the Graduate Committee in Nutrition, the member(s) of the faculty who are making judgments of serious professional impairment, the student’s adviser, and the departmental chairperson.

5. Following a hearing, the student will receive written notification within one week that includes: the nature of the problem, opportunities for revision if any, the basis for the decision, and the opportunity for appeal. Such written evaluation will also be placed in the student’s department file.

6. After receiving written notification, the student may request an appeal within 14 days to the Chairperson of the Department of Nutrition. The appeal panel will include some persons who are different from those making the original decision, such as a faculty member within the department or school, a faculty representative of The Graduate School, and a member of the faculty selected by the student.

7. The results of the hearing and appeal will be forwarded to the Chairperson of the Department of Nutrition, who may accept, reject, or modify the recommendations. If the Department Chairperson accepts the recommendation to change to student’s program of study, or dismiss the student from the program, this recommendation will be forwarded to the Dean of the Graduate School who, upon further consideration, will notify the student in writing.

IV. Each DI intern will review this policy and sign a form verifying that she/he has read and understands the policy. The signed form will be kept in the student’s permanent DI file at UNCG.
Directions/Information Sheet for Case Study

Choosing a patient: The patient used for this case study assignment should be selected by the intern and his/her clinical preceptor. Unless your facility specifies otherwise, interns should be able to do the initial assessment and at least two follow ups for their case study patient. It is preferable that you follow the patient as much as possible during their hospital stay.

Organizing and planning your case study: Case studies should be prepared using Powerpoint. Use the outline on the next page when gathering data for your case study. You should include all the information that is applicable to your patient, but please organize presentation however you see fit. For example, you may prefer to describe the disease or condition of the patient before presenting the patient's history or present the patient first and conclude with a description of the disease. Note: Some facilities may have their own guidelines for the case study so be sure to ask about this.

Approval of PowerPoint slides: Interns must consult with their Site Preceptors during the development of both the written report and oral presentation. Site Preceptors must be given the opportunity to review slides several days prior to the case study presentation.

Setting the date for your case study: The DI Director/Faculty Preceptor must attend the oral presentation. Coordinate the presentation date with both site preceptors and DI Faculty. It is the intern's responsibility to secure a location for your case study. Don't assume that the site staff will do this for you.

Presenting your case study: We recommend that you provide a handout of key items of the case study or a copy of your slides to the presentation attendees. You must also provide the audience with a copy of the Case Study Presentation Evaluation Form (p. 60) before the start of your presentation. Audience evaluations will influence your grade. Interns that fail to do this will lose points on their oral presentation grade.

Written Presentation: The powerpoint slides with notes will serve as the written report. A copy of the initial assessment should also be included using the nutrition care process standardized language. If a facility does not use the nutrition care process yet, the intern will need to modify the initial assessment.
Guidelines for Written and Oral Components of Case Study

Site Preceptors must be given the opportunity to review slides several days prior to the case study presentation. Remember the medical record is not the only source of potential patient information. Other members of the medical team may know valuable information about the patient.

I. Introduction (Purpose and Scope of Presentation)
   A. List 3 behavioral objectives of presentation (for oral presentation only)

II. Description of disease or condition (medical words or items to be underlined in body of paper)
   A. History
   B. Incidence
   C. Etiology
   D. Symptoms
      1. Clinical
      2. Pathological
   E. Treatment, discuss those applicable
      1. Medical
      2. Surgical
      3. Chemotherapy
      4. Dietary
      5. Other
   F. Prognosis for disease or condition
   G. Any relevant research related to the patient's medical condition

III. General information:
   A. Patient’s ID code or initials (Mr. RT or Ms. X)
   B. Patient’s age
   C. Nationality/cultural and religious preferences
   D. Social history
      1. Marital status
      2. Family responsibilities
      3. Job title/past profession
      4. Highest level of education completed
      5. Social conditions affecting health
         a. Economic
         b. Familial (who prepares meals and does food shopping PTA)
         c. Emotional and/or psychological

IV. Report on Admission
   A. Date of Admission
   B. Present Illness: Onset and Duration
   C. Health History
   D. Diagnosis
      1. General condition upon admission
      2. General orders, medication, drugs, labs, etc
      3. Alternative therapies and treatments PTA
      4. Diet Order

Revised 5/26/16
5. Nutrition Diagnosis

V. Dietary History
   A. Food Practices: Food allergies, intolerances, preferences, idiosyncrasies, supplements, alternative therapies used
   B. Previous modified diets
   C. General food consumption and/or nutrition support
      1. General percentage of meals consumed if on a diet
      2. Dietetic education

VI. Treatment course of patient
   A. Medical and/or surgical treatment
   B. Medical Nutrition Therapy
   C. Discharge (if applicable)
      1. Discharge plan - Include any unresolved nutrition and medical issues
      2. Discharge diet order

VII. Summary—include effectiveness of medical nutrition therapy

VIII. Glossary (words to be defined to be written in all caps, or underlined for example:

   HYPERFLEXION- flexion of a limb or part beyond the normal limit.
   CHYLOMICRONS-small particle of fat in the blood after digestion and absorption of fat in food

IX. Bibliography (referenced in AMA style)
OUTLINE

I. Brief description (demographics) of facility noting those factors which determine the nutrition programs of the site(s) where your experience was obtained.

   A. Characteristics and needs of the population served:
      1. Vital statistics and biostatistics;
      2. Economic, social and political characteristics;
      3. Other factors.

   B. Organization and staffing of agency providing health services. Include survey and licensure/certification requirements for the site.

   C. Programs and services to meet the needs defined in A.

   D. Relationship of nutrition programs and services to A and C above.

II. Intern’s analysis of own performance

   A. Analysis of abilities through observation and/or experience in:
      1. Consultation with professional workers;
      2. Administration: assessment, planning, implementation and evaluation;
      3. Education: in-service and pre-service;
      4. Group work with professional and/or non-professional groups;
      5. Counseling and guidance of non-professional individuals;

   B. Analysis of participation in a specific activity:
      1. Description of service;
      2. Developing and planning the service, including purposes and objectives;
      3. Implementation;
      4. Appraisal of service provided to meet stated objectives;

III. Professional Self-Assessment Tool

   This tool is based on the Professional Self-Reflection and Learning Needs Assessment portion (Step 1 and 2) of the 2001 Professional Development Portfolio published by the Commission on Dietetic Registration (CDR).

   A. This exercise is to generate ideas about professional interests, goals, and future practice area(s).
1. **What are my area(s) of professional interest?** (e.g. clinical nutrition, nutrition education, public health nutrition, management, foodservice, sales or marketing, corporate wellness, private practice, etc.)

2. **What areas of my internship or of the field of nutrition did I enjoy?**

3. **What areas of my internship or of the field of nutrition did I not enjoy?**

4. **What are my strengths?** **What areas need improvement?**

5. **What do I envision as my future practice area?** (Clinical, community foodservice, research, sales and marketing, corporate, etc.)

6. **What are my professional goals for the next year?** (Clinical dietitian, research dietitian, private practitioner, consultant, foodservice administrator, public health nutritionist, academia, etc.)

7. **Where do I hope to be in my professional life in 5 years?** (What area of nutrition and dietetics and what level of expertise?)

B. Professional Goals
You may not know all of the components of your area of interest at this time. What skills do you “think” you will need to reach your professional goals stated in PART 1? This exercise is designed to help you identify knowledge and/or learning needs that will help you reach your professional goals.

1. **Describe at least one professional goal.**

2. **List the learning needs required (skills, continuing education, experience, etc.) to reach this goal.**

   **Learning Needs:** 1. 
   
   2. 
   
   3. 
   
   4. 
   
   5. 

   **Example:**

   Professional Goal: Chief Clinical Dietitian

   Learning Needs: 1. Take a position as a clinical dietitian
   
   2. Develop better understanding of MNT/disease states
   
   3. Gain further experience/training in TPN
   
   4. Further development of social and teamwork skills
   
   5. Gain management training/experience through workshops and in the workplace

IV. **Summary and Conclusions**

   A. Extent to which the clinical experiences objectives were accomplished.

   B. Self-analysis of professional potential; competencies achieved; and professional growth from field course.

   C. Suggestions regarding future orientation and participation of the students in the professional experience at the site(s).

V. **References used for information provided in Section I. Use appropriate citation format.**
# 1. Scientific and Evidence Base of Practice: integration of scientific information and research into practice

| CRD 1.1: | Select indicators of program quality and/or customer service and measure achievement of objectives. |
| CRD 1.2: | Apply evidence-based guidelines, systematic reviews and scientific literature (such as the Academy’s Evidence Analysis Library and Evidence-based Nutrition Practice Guidelines, the 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 |
| CRD 1.3: | Justify programs, products, services and care using appropriate evidence or data |
| CRD 1.4: | Evaluate emerging research for application in dietetics practice |
| CRD 1.5: | Conduct projects using appropriate research methods, ethical procedures and data analysis |

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

| CRD 2.1: | Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics |
| CRD 2.2: | Demonstrate professional writing skills in preparing professional communications |
| CRD 2.3: | Design, implement and evaluate presentations to a target audience |
| CRD 2.4: | Use effective education and counseling skills to facilitate behavior change |
| CRD 2.5: | Demonstrate active participation, teamwork and contributions in group settings |
| CRD 2.6: | Assign patient care activities to DTRs and/or support personnel as appropriate. |
| CRD 2.7: | Refer clients and patients to other professionals and services when needs are beyond individual scope of practice |
| CRD 2.8: | Apply leadership skills to achieve desired outcomes |
| CRD 2.9: | Participate in professional and community organizations (see tip, below) |
| CRD 2.10: | Establish collaborative relationships with other health professionals and support personnel to deliver effective nutrition services. |
| CRD 2.11: | Demonstrate professional attributes within various organizational cultures |
| CRD 2.12: | Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration |
| CRD 2.13: | Demonstrate negotiation skills |
### 3. Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

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

- **CRD 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
- **CRD 3.1.b:** Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements
- **CRD 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
- **CRD 3.1.d:** Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
- **CRD 3.1.e:** Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting

**CRD 3.2:** Demonstrate effective communications skills for clinical and customer services in a variety of formats.

**CRD 3.3:** Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.

**CRD 3.4:** Deliver respectful, science-based answers to consumer questions concerning emerging trends.

**CRD 3.5:** Coordinate procurement, production, distribution and service of goods and services.

**CRD 3.6:** 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

**CRD 4.1:** Participate in management of human resources

**CRD 4.2:** Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.

**CRD 4.3:** Participate in public policy activities, including both legislative and regulatory initiatives.

**CRD 4.4:** Conduct clinical and customer service quality management activities.

**CRD 4.5:** Use current informatics technology to develop, store, retrieve and disseminate information and data.

**CRD 4.6:** Analyze quality, financial or productivity data and develop a plan for intervention.

**CRD 4.7:** Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.

**CRD 4.8:** Conduct feasibility studies for products, programs or services with consideration of costs and benefits.

**CRD 4.9:** Analyze financial data to assess utilization of resources.

**CRD 4.10:** Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.

**CRD 4.11:** Code and bill for dietetic/nutrition services to obtain reimbursement from public or private insurers.
UNCG Dietetic Internship Program  
SUPERVISED PRACTICE COMPETENCIES CHECKLIST

NAME (print): ___________________________________________________________

I have abided by the UNCG Academic Integrity Policy on this assignment.

SIGNATURE / DATE: ______________________________________________________

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Core Competencies</th>
<th>Date Completed</th>
<th>Assignment Checked (initials)</th>
</tr>
</thead>
</table>
| 1) Review AND Scope of Dietetics Practice and Code of Ethics | CRD 2.1  
CRD 2.6  
CRD 2.7 | | |
| 2) Attend a professional meeting. Write a summary of meeting (Journal). Attach meeting agenda/program. | CRD 2.9 | | |
| 3) Prepare a draft portfolio for professional development as defined by the CDR. | CRD 2.12 | | |
| 4) Lead and/or participate in a journal club on each of the following topics: | CRD 2.1  
CRD 2.2  
CRD 4.3 | | |
| • Nutrition labeling in restaurants | | | |
| • Food security | | | |
| • Quality | | | |
| • Coding and billing | | | |
| • Leadership | | | |
| • Scope of Practice | | | |
| • Informatics technology | | | |
| 5) Participate in a current dietetics-related public policy/activism cause. | CRD 4.3 | | |
| 6) Create and conduct a workshop on one of the following topics: | CRD 1.2  
CRD 2.1  
CRD 2.3  
CRD 2.5  
CRD 3.2  
CRD 4.3  
CRD 4.4  
CRD 4.7  
CRD 4.7  
CRD 4.7 | | |
| • Evidence-based medicine/EAL | | | |
| • Public policy | | | |
| • Regulatory compliance | | | |
| • Quality management in dietetics | | | |
| • Sustainability | | | |
| • Health literacy | | | |
| • Governance | | | |
| 7) Complete 20 hours of academic service learning. Work with diverse | CRD 2.6  
CRD 2.9 | | |
### Learning Activities

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Core Competencies</th>
<th>Date Completed</th>
<th>Assignment Checked (initials)</th>
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<tbody>
<tr>
<td><strong>1</strong> Create, conduct and/or participate in an intern team presentation (including interactive case studies) on the following topics:</td>
<td>CRD 1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Cardiology</td>
<td>CRD 1.4</td>
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<tr>
<td>- G.I./Surgery</td>
<td>CRD 2.5</td>
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<tr>
<td>- Liver/Gallbladder Disease</td>
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<tr>
<td>- Neurology/Rehabilitation</td>
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<td>- Pediatrics</td>
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<td>- Pulmonary</td>
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<td>- Renal Disease</td>
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<tr>
<td><strong>2</strong> Abstract and/or review EAL and/or current research articles related to clinical module and case study topics.</td>
<td>CRD 1.2</td>
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<td></td>
<td>CRD 1.4</td>
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<tr>
<td><strong>3</strong> Complete in-class case studies (as assigned) using the Nutrition Care Process:</td>
<td>CRD 3.1</td>
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<tr>
<td>- Enteral</td>
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<td>- Parenteral</td>
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<td>- Pediatrics</td>
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<td>- Renal</td>
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<td>- Diabetes</td>
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<tr>
<td>- Nutrition Focused Physical Assessment</td>
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</tbody>
</table>

### NTR 693 (Fall Semester On-Campus Practicum) Advanced Medical Dietetics

- Complete Molly Kellogg “Step By Step” nutrition counseling skills program. Submit copy of intern feedback e-mail. Participate in “Counseling Skills Interactive Workshop” conducted by an RD.

- Complete a case study with a private practice RD.
<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Core Competencies</th>
<th>Date Completed</th>
<th>Assignment Checked</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Review Quality/Performance Improvement program in nutrition/food service department. Write up findings.</td>
<td>CRD 1.1 CRD 1.3 CRD 4.4 CRD 4.6</td>
<td></td>
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</tr>
</tbody>
</table>
| 2) Participate in administrative audits for evaluation of QI/PI by conducting one of the following projects. Summarize findings in writing (i.e., plate waste study, chart review, inventory control, tray accuracy, late tray study):  
• Plate waste study of a specific food item  
• Inventory audit  
• Tray accuracy report  
• Ongoing facility QI/PI project | CRD 1.1 CRD 1.3 CRD 4.6 | | |
| 3) Conduct a patient survey of food service. Measure patient perception of quality of food, temperatures at delivery and tray accuracy. Write a report summarizing your findings. | CRD 1.1 CRD 1.3 CRD 4.4 CRD 4.6 | | |
| 4) Conduct a mini research project for a minimum of 3 days. Evaluate a representative sample of the setting or one inpatient unit for:  
• Time required to deliver trays  
• Temperatures of all hot items and dairy pre-and post-service  
• Compare to standards. Include patient satisfaction/food safety ramifications. Document reasons why trays were delayed (if this occurs) and suggestions for improving meal service procedures (Written Report)  
• Present results at a departmental meeting or to department head. | CRD 1.3 CRD 1.5 CRD 2.2 CRD 4.2 CRD 4.4 CRD 4.6 | | |
<p>| 5) Attend at least two (2) Department Head or other multi-disciplinary committee meetings as scheduled. | CRD 2.8 CRD 2.11 | | |
| 6) Actively participate in the preparation of orders for weekly supplies. | CRD 3.5 | | |
| 7) Observe and participate in record keeping for the maintenance of inventory control. | CRD 3.5 CRD 4.5 | | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Participate in inventory processes. Complete <em>Inventory Worksheet</em> (Written Report)</td>
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<tr>
<td><strong>8)</strong> Check food deliveries and observe storage procedures. Submit written report and list of recommendations using the guidelines for purchasing, receiving and storage to maintain budgetary controls.</td>
<td>CRD 3.5</td>
<td>CRD 4.2</td>
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<tr>
<td></td>
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<td>CRD 4.5</td>
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<td>CRD 4.7</td>
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</tbody>
</table>
| **9)** Promotional menu item project:  
- Submit business plan for project in writing (concept, target audience, recipes, cost and marketing ideas)  
- Procure/purchase necessary ingredients  
- Prepare food production sheets  
- Prepare and standardize at least 2 recipes (of which 1 must be originally developed or modified by intern)  
- Merchandize, cost out and create a marketing strategy for the recipes | CRD 2.13 | CRD 3.2 |
|   |   | CRD 3.3 |
|   |   | CRD 3.5 |
|   |   | CRD 3.6 |
|   |   | CRD 4.10 |
| **10)** Complete 1 yield study in the salad unit or 1 in the cooking unit. Include as purchased (AP) weight and cost, prepared weight, portion number and cost per edible portion (EP) Written Report | CRD 3.5 | CRD 4.6 |
|   |   | CRD 4.7 |
| **11)** Review budget with Food Service Director or other professional responsible for fiscal control of department. Consider guidelines for cost control and management. | CRD 4.9 |
| **12)** Collect and enter financial data for a selected portion of the monthly budget, if allowed. | CRD 3.5 | CRD 4.5 |
|   |   | CRD 4.6 |
|   |   | CRD 4.9 |
| **13)** Study food service employee and/or RD job descriptions. Update 1 current job description or prepare 1 new job description. (Written) | CRD 4.1 |
| **14)** Study the policy and procedure manual. Update 1 current policy or create 1 new policy. (Written) | CRD 2.2 |
| **15)** Complete/review work schedules for 2 employees. | CRD 4.1 |
| **16)** Complete (if possible) a follow-up performance review on 2 new employees | CRD 4.1 |
| 17) | Participate in recruiting, interviewing, hiring and disciplinary actions as opportunities present. | CRD 2.8  
CRD 4.1 |
| 18) | Design and conduct two (2) inservices for food service workers (on 2 different topics). Prepare at least 3 behavioral objectives for measurement. Create an outline for the inservices and find/develop an appropriate evaluation tool. Topic(s) must be approved by site preceptor. (Written) | CRD 2.3  
CRD 3.2 |
| 19) | Monitor a sub-unit of the department during peak work hours for efficiency. Write a summary of findings and recommendations for maximizing efficiency. Include floor plan (sketch or photocopy) and staffing FTEs (i.e, dish room, bakery, cafeteria serving area). | CRD 1.3  
CRD 2.8  
CRD 3.5  
CRD 4.1  
CRD 4.6  
CRD 4.8 |
| 20) | Prepare a time study on the completion of any task and provide written recommendations for work simplification. Task requires site preceptor approval. | CRD 1.3  
CRD 2.8  
CRD 3.5  
CRD 4.2  
CRD 4.4  
CRD 4.6  
CRD 4.8 |
| 21) | Develop a one-day menu using guidelines and recommendations for menu planning. Use the standard format for the institution. Write therapeutic diet menus for selected diseases: Renal, Dysphagia, Heart Healthy, Gluten Free | CRD 3.3  
CRD 3.6 |
| 22) | Evaluate the current inpatient menu (1 diet type) or cafeteria menu (main entrees and sides) for 1 week using the following guidelines:  
- USDA MyPlate  
- Contrast of color, texture, flavor, consistency, shape/form, preparation and temperature  
- Frequency of repetition of foods, colors, textures and flavors  
- Attractiveness of garnishes and accompaniments  
- Ease of service and delivery to customer | CRD 3.3  
CRD 3.6  
CRD 4.4 |
| 23) | Conduct a sensory evaluation of food items with a taste panel from the | CRD 3.6  
CRD 4.4 |
following categories (include taste, temp, appearance, smell, etc.):

- Vegetable dish
- Sauce, gravy or soup
- Roast meat
- Casserole or mixed dish
- Dessert or baked good

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Core Competencies</th>
<th>Date Completed</th>
</tr>
</thead>
</table>
| 24) Develop a sanitation checklist or use the standard form of the institution and conduct an inspection of the kitchen and food storage areas. Include review of temperature log information. Provide a copy along with a write-up of findings and action plan for improvement. | CRD 2.10  
CRD 2.11  
CRD 2.13  
CRD 3.5  
CRD 4.2 | |
| 25) Propose procedures as appropriate to the practice setting to reduce waste and protect the environment. Written report | CRD 4.7 | |

### NTR 606 B (Spring Semester) – Practicum in Clinical Dietetics

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Core Competencies</th>
<th>Date Completed</th>
<th>Assignment Checked (initials)</th>
</tr>
</thead>
</table>
| 1) Tour the following:  
- Medical records  
- Laboratories  
- Radiology  
- Other clinical services | CRD 2.10  
To be completed in preparation for clinical practicum | | |
| 2) Review the following:  
- RD-approved patient menus (non-select and select)  
- Meal patterns for patients  
- Approved diet types  
- Meal procedures (ordering/food selection, food delivery, meal service times, etc...)  
- Procedure for isolation precautions  
- Procedure for patients with food allergies  
- Patient visitation | | To be completed in preparation for clinical practicum |
| 3) Locate and identify patient information from the medical record: | | To be completed in |
- Nutrition screen
- History and physical
- Diet order
- Information from patient interview
- Progress notes
- Nutrition care notes
- Patient’s demonstration of understanding and expected compliance

**preparation for clinical practicum**

4) **Review institution-approved abbreviations. Locate reference of laboratory values and ranges. Review food/drug interaction policy.**

To be completed in preparation for clinical practicum

5) **Complete additional modules/assignments as specified by clinical site.**

To be completed in preparation for clinical practicum

6) **Provide direct patient care during each rotation under preceptor supervision.**

CRD 2.7  
CRD 2.10  
CRD 3.1

7) **Review hospital’s enteral formulary. Write a summary of procedures for ordering and managing nutrition support including any specific procedures for transitioning from parenteral to enteral nutrition.**

CRD 2.10

8) **Present a patient case study to the site’s nutrition professionals. Details regarding case study requirements are located in the DI Handbook. UNCG Faculty Preceptor must attend.**

CRD 2.3  
CRD 3.1

9) **Attend departmental meetings. Write a summary of one meeting.**

CRD 2.5

10) **Attend and participate in health care team rounds and patient team conferences to understand holistic view of patient/client. Be prepared to discuss the nutritional status/care of your patient(s).**

CRD 2.7  
CRD 2.10

11) **Attend grand rounds if possible.**

CRD 2.7

12) **Demonstrate entry-level competence by seeing at least 6 patients of mixed acuity per day by the end of the clinical rotation.**

CRD 2.6  
CRD 3.1

13) **Work as a relief dietitian for at least one week.**

CRD 2.6  
CRD 3.1

14) **Observe at least 1 type of swallowing**

CRD 2.7
<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Core Competencies</th>
<th>Date Completed</th>
<th>Assignment Checked (initials)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Work in an outpatient clinic that provides client/patient education on any of the modules/disease states being studied. Observe classes and individual diet instruction as possible. Document in journal.</td>
<td>CRD 2.4</td>
<td></td>
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<tr>
<td>2) Attend a health education fair or work at an “ask the RD” table. Volunteer to work at a nutrition table in a public venue (with supervision and permission from site supervisor) to provide attendees general advice on CVD, HTN, DM, obesity, osteoporosis or other nutrition-related topic.</td>
<td>CRD 3.2&lt;br&gt;CRD 3.3&lt;br&gt;CRD 3.4</td>
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<tr>
<td>3) Prepare and present a nutrition lecture on a specific disease state for a general</td>
<td>CRD 3.3&lt;br&gt;CRD 3.4</td>
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</tbody>
</table>

**NTR 606 B / 606C (Spring Semester) – Practicum in Clinical/Community Dietetics**

15) Observe at least 1 of the following procedures:
- Bolus tube feeding via PEG
- Feeding tube placement
- Cardiac catheterization
- Pharmacy prep of TNA/TPN
- Colonoscopy
- Prep and delivery of infant formula
- Metabolic cart measurement or RMR measurement
- DEXA or other bone density measurement
- Bariatric surgery
- Wound care/debridement
- Nutrition care of long-term ventilator-dependent patient

16) Perform a supervised diet instruction on the following diets:
- Diabetic
- Renal
- Cardiac

Preceptor to complete diet instruction evaluation form in DI Handbook.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Core Competencies</th>
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</thead>
<tbody>
<tr>
<td>1) Develop and conduct a nutrition education program (health promotion,</td>
<td>CRD 3.3</td>
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<td>CRD 3.4</td>
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<tr>
<td>2) Participate at a screening clinic for osteoporosis, HTN, DM, cholesterol or other nutrition-related screening.</td>
<td>CRD 3.3</td>
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<td></td>
<td>CRD 3.4</td>
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<tr>
<td>3) Design and conduct one inservice for professional staff on topic of choice as approved by site director. Prepare at least 3 behavioral objectives, an outline and evaluation form (written)</td>
<td>CRD 3.2</td>
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<tr>
<td>4) Develop or update patient education materials.</td>
<td>CRD 3.2</td>
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<tr>
<td>5) Obtain several prepared educational pieces from facility and evaluate them based on the principles for appropriate educational tools for a lay public audience. Write a critique of the pieces and make suggestions for improvement or justify why no improvement is necessary.</td>
<td>CRD 3.2</td>
</tr>
<tr>
<td>6) Write or blog an article or entry for a newspaper, newsletter or electronic forum on assigned topic or participate in radio or televised interview.</td>
<td>CRD 3.2</td>
</tr>
<tr>
<td>7) Prepare a web page for intranet use by your facility on a disease topic from your modules or develop a list of appropriate websites for patients with each of the following diagnoses:</td>
<td>CRD 3.2</td>
</tr>
<tr>
<td>• Diabetes</td>
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<tr>
<td>• Heart disease</td>
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<tr>
<td>• Kidney disease</td>
<td></td>
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<td>• HTN</td>
<td></td>
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<tr>
<td>(Written)</td>
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<tr>
<td>8) Create or update a resource or referral list of community nutrition and physical activity providers for the RDs at your facility to use for their clients/patients. Include services provided and cost. (Written)</td>
<td>CRD 3.2</td>
</tr>
</tbody>
</table>
2) Participate in at least 2-3 community-related nutrition activities in which the site is involved. Requires preceptor approval. Write a brief description of each activity. Examples:
- Nutrition for the elderly/Meals on Wheels
- Hunger event
- Resident council in a long-term care setting
- Support group meeting for a chronic disease
- Bariatric surgery seminar
- Hospice
- Urgent care center/community health care clinic
- Nutrition-related home care visit
- Grocery store tour
- Menu modifications or education session at local restaurant
- Agricultural extension service
- Special olympics

### Continuous Activities

<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Core Competencies</th>
<th>Date Completed</th>
<th>Assignment Checked (initials)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Evaluate progress after every 4 weeks of the professional experience. Include areas of strength and weakness. Set goals for professional development for the next 4 weeks. Evaluate progress from the previous 4-week period.</td>
<td>CRD 2.12</td>
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<tr>
<td>2) Keep a reflective journal throughout the professional experience. Record entries on Bb under Discussion Board at least once per week.</td>
<td>CRD 2.12</td>
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<tr>
<td>3) Complete a Final Student Report (see outline in DI Handbook). Final report must be completed for review before the exit interview between the intern and DI Director at UNCG.</td>
<td>CRD 2.12</td>
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<td>4) Demonstrate active participation, teamwork and contributions in group settings.</td>
<td>CRD 2.5</td>
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<tr>
<td>5) Demonstrate professional attributes</td>
<td>CRD 2.11</td>
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<td>inside various organizational cultures.</td>
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<tr>
<td>6)</td>
<td>Negotiate with DI Director/Site Director(s)/Preceptors for scheduling/arranging appropriate opportunities to complete Learning Activities.</td>
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<td>CRD 2.13</td>
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<tr>
<td>7)</td>
<td>Attend GDDA meetings for networking and education topics.</td>
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<td>CRD 2.9</td>
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<tr>
<td>8)</td>
<td>Investigate websites, computer programs, palm technologies and smart phone apps utilized by RDs.</td>
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<td>CRD 4.5</td>
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</tbody>
</table>
Explanation of Forms

The following forms are to be used by all DI students.

- **Student Site Placement Information Form** – completed after the site placement assignment has been made (mid-October). This form will be kept in the student’s permanent file at UNCG and a copy will be sent to each placement site.

- **Student Evaluation: Professional Performance and Practices Forms** – student is responsible for giving each preceptor a copy of the forms with the instructions (p.) Note: There are separate rating forms for Management (p.). For management, at least one evaluation should be completed mid-way through the rotation (i.e., week 4), and one at the end of the rotation. During the clinical rotations, each clinical preceptor should complete an evaluation of the student’s performance. If the student has spent less than one week with a preceptor, the Site Director may not require an evaluation by that preceptor. The community rotation preceptors must also complete a student evaluation. Each student should have a minimum of six (6) evaluations completed by her/his preceptors during the six-month supervised practice experience. In addition, each student should use this same form for a self-assessment. This self-assessment should be done at least three (3) times during the six-month experience. The student should complete her/his self-evaluation prior to meeting with the Site Director so that the student’s self-evaluation and the preceptor’s evaluations can be reviewed together if possible. Self-evaluation is an important part of professional development, as is receiving and responding to performance evaluations by others.

- **Evaluation of Professional Group Presentation Form** – provided for use as part of educational in-service activities for health professionals. It is not intended for/appropriate for public/lay audience – nutrition education presentations.

- **Evaluation of Case Study Presentation** – provided to everyone in the audience at your case study.

- **Diet Instruction Evaluation Form** – to be used to document evaluation of student education sessions with selected patients.

- **Rotation Evaluation Form** – student should use this form to evaluate each rotation to provide constructive feedback for the DI Faculty.

- **Student Learning Outcomes Forms** – to be provided by DI Program Director on Canvas and/or via e-mail.

- **Other forms as specified by DI Program Director** – to be provided by DI Program Director on Canvas and/or via e-mail.
Dietetic Intern Information:

Name:

Address: ______________________________ Email:  ______________________________________

City/State/Zip__________________________ Student ID Number:  ___________________________

Phone Number: _________________________ Highest Degree (BS/MS/PhD): ___________________

DI Director: Babbi Hawkins, MS, RD, LDN Emergency Phone Number: 336-471-4718

Email: bshawkin@uncg.edu

<table>
<thead>
<tr>
<th>ROTATION</th>
<th>SITE</th>
<th>DATES</th>
</tr>
</thead>
</table>

Beginning Date: ______________________________________________________________________

Person to contact in case of emergency: ___________________________________________________

Contact Information: __________________________________________________________________

Relationship: _________________________________________________________________________

Physical Limitations  NO   YES   Explain (use back if necessary)

I understand I am responsible for providing verification of required vaccinations, health insurance, urine drug screen, professional liability insurance, and having a criminal background check done prior to placement. I am also responsible for my transportation, housing and living expenses. I understand that no remuneration is to be expected during this period and that no course work is to be attempted other than that covered by the credit for the Supervised Experience. I understand that I am considered full time (at least 40 hours per week) for that period and I am expected to perform as scheduled by the Site Director.

Signed:  __________________________________________

Witness:  __________________________________________

Date:  __________________________________________
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
DIETETIC INTERNSHIP

STUDENT EVALUATION:
PROFESSIONAL PERFORMANCE AND PRACTICES FORM

Student’s Name _________________________________ Self Evaluation ___ Yes Supervising Dietitian _____________________________ ___ No Rotation __________ Date ____________

The purpose of student evaluations is to identify an individual’s strengths and limitations in practice. The following points should serve as a guide in making your rating:

1. **PERFORMANCE FACTOR RATING DEFINITIONS:**

   - **3- Exceeds:** Consistently exceeds performance standards, resulting in an exceptionally high level of accomplishment for the factor; the skill is an integrated part of the student’s style—Outstanding/Excellent Performance

   - **2- Meets:** Consistently meets performance standards, resulting in a satisfactory level of accomplishments for the factor; demonstrates the skill at a beginning level – Good, Solid Performance

   - **1- Does not Meet:** Consistently does not meet performance standards, resulting in an unsatisfactory level of accomplishment for the factor; student has not yet developed this skill – Considerable Improvement is needed

Please make comments.

2. In making the ratings, think of just the trait being rated.

3. Do not allow the rating given on one trait to affect your rating of another trait.

4. Remember that most people have strong and weak points. It is not often that people are good in everything.

5. Do not hesitate to give low or high ratings if the person deserves it.

6. Rate the applicant as objectively as possible.

7. Rate the applicant on actual performance and not on what you think the person can do. If you have not had the opportunity to observe this trait in the applicant, please mark, “Not Applicable” or “N/A”.

8. Do not allow the academic achievement of the individual to affect your rating. The achievement will be rated separately.
9. If a student has a disproportionate number of “does not meet” comments, the student will be on a clinical probation. The student, Site Director and DI Director will determine a plan for remedial action on an appropriate time frame. If, after this period, the student has not met the requirements, s/he may be subject to dismissal pending review.

10. Please complete a student evaluation on each student at least every fifth and ninth week of the rotation. Review the evaluation with the student, sign the evaluation form and mail a copy to the Internship Director.

11. Average Score. Determine average score by adding all ratings as appropriate and dividing by number of items rated.

   For sites evaluating only management related competencies, rate performance factors I-III, V, VI, or use new form for management only.

   For sites evaluating management and clinical related competencies, rate all performance factors I-VI.

   For sites evaluating community nutrition competencies, rate all performance factors I-VI.

12. Comments: Your comments provide important feedback to the student to enable him/her to identify areas of strengths and those needing further development.
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
DIETETIC INTERNSHIP

STUDENT EVALUATION:
PROFESSIONAL PERFORMANCE AND PRACTICES

<table>
<thead>
<tr>
<th>PERFORMANCE FACTORS</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. HUMAN INTERACTION SKILLS</td>
<td></td>
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<tr>
<td>A. Recognizes interpersonal miscommunications and makes an effort to correct them tactfully.</td>
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<tr>
<td>B. Shows consideration of others when carrying out assignments.</td>
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<tr>
<td>C. Establishes rapport with others.</td>
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<tr>
<td>D. Relates with empathy to persons of various ages, ethnic, educational and economic backgrounds.</td>
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<tr>
<td>E. Communicates effectively verbally.</td>
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<tr>
<td>F. Communicates effectively in writing.</td>
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<tr>
<td>G. Non-verbal communication is congruent with verbal communication.</td>
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<td></td>
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<tr>
<td>H. Is cooperative.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Protects confidential information and upholds the ADA Standards of Professional Practice.</td>
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<td></td>
</tr>
</tbody>
</table>
II. PROFESSIONAL & PERSONAL DEVELOPMENT

A. Requests feedback regarding activities in which s/he is involved in Professional setting.

B. Volunteers own ideas.

C. Accepts feedback and suggestions in a positive manner.

D. Exhibits assertive behavior.

E. Demonstrates confidence in own ability to contribute to the organization.

F. Demonstrates willingness to use own initiative when appropriate.

G. Is dependable – accepts responsibility for own actions.

H. Participates in self evaluation of professional performance.

III. MANAGEMENT SKILLS. (Management, Clinical, or Community Setting)

A. Planning – determines priority of tasks and completes them utilizing goals or objectives.

B. Organizing – recognizes the relationships between assigned learning activities and daily departmental operations.

C. Coordinating – implements management techniques in carrying out assignments.

D. Evaluates results, demonstrates critical thinking.
IV. **CLINICAL SKILLS**  
(Clinical/Community Setting Only)

A. Demonstrates integration of sciences of nutrition and supporting areas to assess patient needs.

B. Provides nutrition care through systematic assessment and planning.

C. Selects appropriate educational methods.

D. Evaluates effectiveness of intervention methodologies.

V. **ASSIGNMENTS**

A. Completed on schedule

B. Writing skills appropriate  
   - spelling  
   - grammar  
   - sentence structure  
   - references included to properly credit sources of information

C. All components included as designated by preceptor/DI Performance Requirements

D. Write-ups clearly demonstrate thoroughness of approach used and understanding of purpose of assignment

VI. **OVERALL PERFORMANCE**

A. Reports to work on time

B. Cheerful demeanor
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>C. Interacts effectively with patients</td>
<td></td>
<td></td>
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<tr>
<td>D. Clearly communicates ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Works effectively with professional staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Professional appearance maintained at all times</td>
<td></td>
<td></td>
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<tr>
<td>G. Met established deadlines throughout the experience</td>
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</tbody>
</table>

AVERAGE RATING: ______________________

______________________________  __________________________  __________________
Signature of Supervising Dietitian   Title     Organization

______________________________  __________________________
Signature of Student     Date

______________________________  __________________________
Signature of Site Director (optional)   Date
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
DIETETIC INTERNSHIP

STUDENT EVALUATION: MANAGEMENT
PROFESSIONAL PERFORMANCE AND PRACTICES FORM

Student’s Name _________________________________ Self Evaluation       Rotation __________

___ Yes

Supervising Dietitian _____________________________ ___ No                Date     ____________

The purpose of student evaluations is to identify an individual’s strengths and limitations in practice. The following points should serve as a guide in making your rating:

1. **PERFORMANCE FACTOR RATING DEFINITIONS:**

   **3-** Accomplished: Consistently exceeds performance standards, resulting in an exceptionally high level of accomplishment for the factor; the skill is an integrated part of the student’s style- Outstanding/Excellent Performance

   **2-** Competent: Consistently meets performance standards, resulting in a satisfactory level of accomplishments for the factor; demonstrates the skill at a beginning level – Good, Solid Performance

   **1-** Developing: Consistently does not meet performance standards, resulting in an unsatisfactory level of accomplishment for the factor; student has not yet developed this skill – Considerable Improvement is needed

Please make comments.

2. In making the ratings, think of just the trait being rated.

3. Do not allow the rating given on one trait to affect your rating of another trait.

4. Remember that most people have strong and weak points. It is not often that people are good in everything.

5. Do not hesitate to give low or high ratings if the person deserves it.

6. Rate the applicant as objectively as possible.

7. Rate the applicant on actual performance and not on what you think the person can do. If you have not had the opportunity to observe this trait in the applicant, please mark, “Not Applicable” or “N/A”.

8. Do not allow the academic achievement of the individual to affect your rating. The achievement will be rated separately.
9. If a student has a disproportionate number of “does not meet” comments, the student will be on a clinical probation. The student, Site Director and DI Director will determine a plan for remedial action on an appropriate time frame. If, after this period, the student has not met the requirements, s/he may be subject to dismissal pending review.

10. Please complete a student evaluation on each student at least every fifth and ninth week of the rotation. Review the evaluation with the student, sign the evaluation form and mail a copy to the Internship Director.

11. Average Score. Determine average score by adding all ratings as appropriate and dividing by number of items rated.

   For sites evaluating only management related competencies, rate performance factors I-III, V, VI, or use new form for management only.

   For sites evaluating management and clinical related competencies, rate all performance factors I-VI.

   For sites evaluating community nutrition competencies, rate all performance factors I-VI.

12. Comments: Your comments provide important feedback to the student to enable him/her to identify areas of strengths and those needing further development.
## THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
### DIETETIC INTERNSHIP

### STUDENT EVALUATION: MANAGEMENT
### PROFESSIONAL PERFORMANCE AND PRACTICES

<table>
<thead>
<tr>
<th>PERFORMANCE FACTORS</th>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. MANAGEMENT SKILLS</strong>, (Management, Clinical, or Community Setting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Planning – determines priority of tasks and completes them utilizing goals or objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Organizing – recognizes the relationships between assigned learning activities and daily departmental operations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Coordinating – implements management techniques in carrying out assignments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Evaluates results, demonstrates critical thinking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II. HUMAN INTERACTION SKILLS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Recognizes interpersonal miscommunications and makes an effort to correct them tactfully.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Shows consideration of others when carrying out assignments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Establishes rapport with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Relates with empathy to persons of various ages, ethnic, educational and economic backgrounds.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Communicates effectively verbally.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Communicates effectively in writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Non-verbal communication is congruent with verbal communication.</td>
<td></td>
<td></td>
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<tr>
<td>H. Is cooperative.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Protects confidential information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
III. ASSIGNMENTS

A. Completed on schedule

B. Writing skills appropriate
   - spelling
   - grammar
   - sentence structure
   - references included to properly credit sources of information

C. All components included as designated by preceptor/DI Performance Requirements

D. Write-ups clearly demonstrate thoroughness of approach used and understanding of purpose of assignment

IV. OVERALL PERFORMANCE

A. Reports to work on time

B. Cheerful demeanor

C. Clearly communicates ideas

D. Works effectively with professional staff

E. Professional appearance maintained at all times

F. Met established deadlines throughout the experience

AVERAGE RATING: ____________________________

______________________________  __________________________  __________________________
Signature of Supervising Manager     Title     Organization

______________________________  __________________________
Signature of Student     Date

______________________________  __________________________
Signature of Site/Program Director     Date
UNCG DIETETIC INTERNSHIP PROGRAM
EVALUATION OF PROFESSIONAL GROUP NUTRITION EDUCATION PRESENTATION

Student ____________________________  Evaluator _____________________________  Rotation _________________

Class Title _________________________  Class Audience _____________________________________________________

CRITERIA        Accomplished  Competent  Developing  Beginning

I. Powerpoint Presentation
   A. Goals and behavioral objectives identified  4  3  2  1
   B. Reference – appropriate  4  3  2  1
   C. Powerpoint Slide Format  4  3  2  1

II. Oral Presentation
   A. Content
      1. Introduction  4  3  2  1
      2. Logical Sequence  4  3  2  1
      3. Conclusion  4  3  2  1
      4. Accurate Information  4  3  2  1
      5. Appropriate for target audience  4  3  2  1
      6. Fully developed concepts  4  3  2  1
   B. Communication
      1. Verbal
         a. Audible/clear  4  3  2  1
         b. Rapport with audience  4  3  2  1
         c. Pronunciation  4  3  2  1
         d. Appropriate vocabulary for audience  4  3  2  1
         e. Able to answer questions appropriately  4  3  2  1
      2. Non-verbal
         a. Eye contact  4  3  2  1
         b. Discerns audience receptively and adjusts appropriately  4  3  2  1
         c. Portrays confidence, sincerity and enthusiasm  4  3  2  1
         d. Visual aids utilized appropriately  4  3  2  1

TOTAL SCORE:

REMARKS:
### UNCG DIETETIC INTERNSHIP PROGRAM EVALUATION – FINAL CASE STUDY PRESENTATION

Student ____________________________   Evaluator _____________________________ Rotation _______________________________

Title _______________________________ Class Audience __________________________________________________________________

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ACCOMPLISHED</th>
<th>COMPETENT</th>
<th>DEVELOPING</th>
<th>BEGINNING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Powerpoint Presentation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identified goals &amp; behavioral objectives</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Included appropriate references</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Selected appropriate Powerpoint slide format</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Oral Presentation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction, logical sequence &amp; conclusion</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Accurate information &amp; fully developed concepts</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Audible/clear/accurate pronunciation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Developed rapport with audience</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Responded to questions appropriately</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Maintained eye contact</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Discerned &amp; adjusted to audience receptivity</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Portrayed confidence, sincerity &amp; enthusiasm</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Core Competencies for the RD</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied evidence-based guidelines in the NCP</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Evaluated emerging research for application</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Collaborated with healthcare team</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Performed the NCP using standardized language</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Assessed patient’s nutritional status</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Created PES statement(s)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Planned and implemented nutrition intervention(s)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Monitored &amp; evaluated nutrition intervention(s)</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Followed hospital documentation guidelines</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Utilized informatics technology during patient care</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Included evaluation of presentation to RD audience</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>
UNCG DI PROGRAM  
DIET INSTRUCTION EVALUATION FORM  

<table>
<thead>
<tr>
<th>STUDENT ____________________________</th>
<th>DATE _____________________</th>
<th>OBSERVOR ___________________________</th>
<th>DIET ______________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verify diet order.</strong></td>
<td><strong>YES</strong></td>
<td><strong>NO</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>Determine the reason for the diet by reading chart notes.</td>
<td></td>
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<tr>
<td>Determine appropriateness of order by looking at clinical and laboratory data.</td>
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</tr>
<tr>
<td>Clarify any incorrect or ambiguous order.</td>
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<tr>
<td>Introduce yourself to the patient and state your objectives.</td>
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<tr>
<td>Find out if patient has been on a diet before. What type? Did she follow it?</td>
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<tr>
<td>Explain the relationship between the diet and the disease.</td>
<td></td>
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<tr>
<td>Take a nutrition history (formal or informal).</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Find out the patient’s home situation, social background, education level, exercise habits, ethnic background, and medications.</td>
<td></td>
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<tr>
<td>Determine patient’s ability to see and read instructional materials.</td>
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<tr>
<td>Stimulate conversation by asking questions which require more than a yes or no answer.</td>
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<tr>
<td>Give patient opportunity to make comments without interrupting.</td>
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<tr>
<td>Formulate an assessment of the information and tell the patient.</td>
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<tr>
<td>Assess correctly the type of instruction and education information to give to the patient.</td>
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<tr>
<td>Go through instruction materials with the patient, incorporating information from the nutrition history.</td>
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<tr>
<td>Assess the patient’s understanding of the diet (in a measurable way).</td>
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</tbody>
</table>
Answer the patient’s questions. If there are no questions, why not?

Plan follow-up: a return visit in the hospital, telephone number if discharged, a referral to out-patient nutritionist or public health nutritionist.

Write note in chart recording all pertinent information using NCP

Have note co-signed by dietitian/nutritionist. Record diet instruction in record book in office.

Discuss instruction with dietitian/nutritionist.

COMMENTS:

SUGGESTIONS:

Intern Signature: ___________________________ Date ________________

Site Preceptor signature: ________________________ Date ________________
UNCG DI PROGRAM
ROTATION EVALUATION

Please complete this form for your clinical rotation and submit a copy to the DI Faculty within one week following completion of the experience.

1. Were sufficient/appropriate learning experiences and adequate time provided to cover the competencies:

   A. What could have been included to strengthen the experience?

   B. What could have been excluded? Why?

 Which experiences were most beneficial? Least?

2. The site preceptors’ dedication/attitude/interest in student learning was:
   Outstanding   Above Average   Average   Below Average   Poor

   Comments:

3. The various preceptor’s knowledge of their area was:
   Outstanding   Above Average   Average   Below Average   Poor

   Comments:

4. Overall rating of this rotation:
   Outstanding   Above Average   Average   Below Average   Poor

   Comments:
APPENDIX
# Tips for Success during Supervised Practice

<table>
<thead>
<tr>
<th>Progressive Steps Through Supervised Practice</th>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
</table>
| **Self-Assessment: Acceptance of Placement**  | 1. Analyze your interests, values & goals & be certain your faculty advisor is fully aware of them.  
2. Despite temporary placement & student status, regard yourself as a professional & a member of the staff.  
3. Prepare yourself to expect & accept that problems & frustrations will occur.  
4. When problems occur, be patient & pleasant; cope with problems with an attitude toward solution & negotiation. | 1. Do not act as if you know all the answers. Remember, as a student, you are placed in the agency for a learning experience.  
2. Do not let yourself become involved in internal conflicts |
| **Routine Office Matters**                     | 1. Be sure to find out where you are to work—office, desk space, chair, telephone, etc. so you know your operational base.  
2. Be aware of office practices regarding dress, protocol, office hours and flexibility, holidays. Follow rules set for regular staff. | 1. Do not expect any special treatment. |
| **Orientation**                                | 1. Request & read information you need regarding the organizational structure, names of key people, office policies & procedures to facilitate your orientation.  
2. Determine what information you may need which has already been compiled. Find out who is knowledgeable in your own office and others.  
3. Become familiar with the entire agency so you can see where you fit.  
   Review:  
   a. Annual reports, program plans, program descriptions, etc.  
   b. Budget documents  
   c. Organization charts | 1. Do not take too long to familiarize yourself with the agency, staff, etc.  
2. Do not let yourself “take sides” in office politics.  
3. Do not be critical of the nutrition staff if documents & plans do not follow the format learned in school. The format & procedures for such documents as plans, budgets, etc. are usually dictated by the agency or a higher governmental entity. |
| **Integrating into the New Environment**       | 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.  
2. Learn quickly, the people who facilitate the work-flow.  
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!  
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 date, the person’s position, etc.  
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.  
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). | 1. Do not become so assertive as to threaten other employees; however, appear competent enough to establish a basis for receiving favorable recommendations.  
2. Do not exercise authority. However, do be ready to offer suggestions.  
3. Do not become “pigeon-holed”, but attempt to expand your knowledge by contacting program managers in other divisions to gain insight into the organization as a whole. Contacting managers in other agency units or other agencies should always be coordinated through your preceptor. |
<table>
<thead>
<tr>
<th>Establishing the Task(s) &amp; Assignments</th>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish the expectations, limitations, and directions of the competencies with your preceptor at the beginning of your rotation.</td>
<td>1. Establish the expectations, limitations, and directions of the competencies with your preceptor at the beginning of your rotation.</td>
<td>1. Do not hesitate to contact the internship director if the experiences are not in line with the competencies.</td>
</tr>
<tr>
<td>2. Evaluate your assignments in terms of the amount of time available during your rotation.</td>
<td>2. Evaluate your assignments in terms of the amount of time available during your rotation.</td>
<td>2. If you feel a task is irrelevant, do not accept the task without asking questions about its relevance. However, do not ask questions in such a way as to be offensive.</td>
</tr>
<tr>
<td>3. If occasionally asked to perform routine work, remain pleasant and complete the tasks. However, if a majority of your assignments constitute busywork, speak with your preceptor. If necessary, inform the Dietetic Internship Program director and ask for assistance.</td>
<td>3. If occasionally asked to perform routine work, remain pleasant and complete the tasks. However, if a majority of your assignments constitute busywork, speak with your preceptor. If necessary, inform the Dietetic Internship Program director and ask for assistance.</td>
<td>3. Do not allow yourself to be overloaded with tasks no other staff member will do.</td>
</tr>
<tr>
<td>4. Plan carefully around the time available to you so time limitations will not be a problem. Draw a time line so you and your supervisor will be able to realize the time required for an assignment.</td>
<td>4. Plan carefully around the time available to you so time limitations will not be a problem. Draw a time line so you and your supervisor will be able to realize the time required for an assignment.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Developing Student/Preceptor Rapport</th>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish a good working relationship so you will be able to talk freely about what you are receiving or lacking from the experience.</td>
<td>1. Establish a good working relationship so you will be able to talk freely about what you are receiving or lacking from the experience.</td>
<td>1. Do not fail to have regularly-scheduled meetings with your field advisor so you can acquire feedback.</td>
</tr>
<tr>
<td>2. Assure your field advisor you have a desire to learn and you are putting forth all efforts to make the experience worthwhile.</td>
<td>2. Assure your field advisor you have a desire to learn and you are putting forth all efforts to make the experience worthwhile.</td>
<td>2. Do not refrain from contributing.</td>
</tr>
<tr>
<td>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 preceptor’s extensive responsibilities and to be as understanding of his/her work schedule as he/she is of yours.</td>
<td>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 preceptor’s extensive responsibilities and to be as understanding of his/her work schedule as he/she is of yours.</td>
<td>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.</td>
</tr>
<tr>
<td>4. You should be innovative and not expect constant supervision. Be positive and demonstrate initiative.</td>
<td>4. You should be innovative and not expect constant supervision. Be positive and demonstrate initiative.</td>
<td>4. 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.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>5. Do not refrain from contributing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vital Elements of Successful Experience</th>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>1. Do 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.</td>
</tr>
<tr>
<td>2. Follow through on whatever job you undertake; deadlines are important and should be strictly adhered to.</td>
<td>2. Do not refrain from contributing.</td>
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</tr>
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<td>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.”</td>
<td>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.</td>
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</tr>
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<td>4. Develop and maintain careful, quality work habits.</td>
<td>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 (be an impartial observer).</td>
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<td>5. Since staff may be busy, schedule meetings with individuals several days in advance.</td>
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<td>6. Take advantage of training workshops offered inside and outside of the organization.</td>
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<tr>
<td>7. Keep a positive attitude and remember that new ideas take a long time to implement.</td>
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</tr>
</tbody>
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<thead>
<tr>
<th>Future Direction</th>
<th>Do</th>
<th>Don’t</th>
</tr>
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<tbody>
<tr>
<td>1. Be aware of the possibility you may discover a change in your career objectives based upon your experiences.</td>
<td>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.</td>
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</tr>
</tbody>
</table>
Clinical Instructional Agreement Guidance

INTRODUCTION

In an effort to provide UNCG students with hands-on experiences outside the classroom that are consistent with the goals and objectives of the curriculum, students are placed in learning experiences at external agencies such as health care facilities, social service agencies, and other businesses. Learning experiences typically are unpaid and are part of a student’s course requirement. The rights and responsibilities of the University and the site are implemented through an instructional agreement. The following items are intended to provide assistance to University departments as they go through the process.

INSTRUCTIONAL AGREEMENT

1. Under Section I. Parties - Please make sure that the Department or School is identified along with the University in the blank space provided. Collectively, the legal contracting entity is “UNCG.” However, the agreement needs to indicate which Department or School is accepting responsibility for administering the agreement within the University. Thus, the way this would look, for example, is “The University of North Carolina at Greensboro School of Nursing (hereafter UNCG).”

2. Under Section III. Term - Contracts will not take legal effect until all parties have signed the document. This is of critical importance because if you are operating for some period of time before the contract is fully signed (“executed”) you (and the University) are operating without the protection of a legally binding contract. Therefore, instructional agreements should be fully executed (signed) before a student is placed in a site.

3. Monetary compensation to students is not provided under the terms set out in the University’s Instructional Agreement. UNCG does not review or become a party to these compensation agreements.

4. Students do not sign instructional agreements. The instructional agreement clarifies the responsibilities of the University and the site. Students do not have the authority to bind the University and are not parties to this agreement. (NOTE: Please do not place the responsibility for getting this agreement completed upon your student(s). This is something that should be handled by the faculty liaison).

5. The University’s instructional agreements are located at the Provost’s website at http://provost.uncg.edu/publications/academic/index.html. As long as you use the current instructional agreement or clinical instructional agreement with no additions or deletions, review of the agreement by the Office of the University Counsel is not necessary. However, if the site recommends changes to the University’s instructional agreement, those changes must be reviewed by the Office of the University Counsel.

6. If a site requires use of its own agreement instead of the University’s instructional agreement, review of the agreement is required by the Office of the University Counsel the first time that form is used. Thereafter, it need not be reviewed by Counsel unless it is altered or amended.

7. Signature Process

Typically, the Faculty Liaison forwards the agreement to the internship site representative for signature. (This should be handled directly by the faculty liaison.) When the agreement is returned, it is signed by the Dean. On the signature page, the left-hand column is for the Dean’s signature and the right-hand column is for the external agency site representative’s signature. Students do not sign the instructional agreement.

May 2007
Office of the Provost

Revised 5/26/16
Experiential Learning Agreement Guidance
http://provost.uncg.edu/Documents/academic/Instructional_Agreements/Instructional%20Agreement%20for%20UNCG%20students%20to%20work%20in%20outside%20agencies%20-%20A.pdf

INTRODUCTION
In an effort to provide UNCG students with hands-on experiences outside the classroom that are consistent with the goals and objectives of the curriculum, students are placed in learning experiences at external agencies such as health care facilities, social service agencies, and other businesses. Learning experiences typically are unpaid and are part of a student’s course requirement. The rights and responsibilities of the University and the site are implemented through an experiential learning agreement. The following items are intended to provide assistance to University departments as they go through the process.

EXPERIENTIAL LEARNING AGREEMENT
1. Under Section I. Parties - Please make sure that the Department or School is identified along with the University in the blank space provided. Collectively, the legal contracting entity is “UNCG.” However, the agreement needs to indicate which Department or School is accepting responsibility for administering the agreement within the University. Thus, the way this would look, for example, is “The University of North Carolina at Greensboro, School of Nursing (hereafter UNCG).”
2. Under Section III. Term - Contracts will not take legal effect until all parties have signed the document. This is of critical importance because if you are operating for some period of time before the contract is fully signed (“executed”) you (and the University) are operating without the protection of a legally binding contract. Therefore, experiential learning agreements should be fully executed (signed) before a student is placed in a site.
3. “Monetary compensation to students may or may not be provided under the terms set out in the University's Experiential Learning Agreements. If monetary compensation is provided, the Agreement should specify which party is responsible for making those payments, and which party will be responsible for any applicable payroll, accounting, tax withholding, worker's compensation insurance and unemployment benefits.”
4. Students do not sign experiential learning agreements. The experiential learning agreement clarifies the responsibilities of the University and the site. Students do not have the authority to bind the University and are not parties to this agreement. (NOTE: Please do not place the responsibility for getting this agreement completed upon your student(s). This is something that should be handled by the faculty liaison).
5. The University’s experiential learning agreements are located at the Provost’s website at http://provost.uncg.edu/publications/academic/index.html. As long as you use the current experiential learning agreement or clinical experiential learning agreement with no additions or deletions, review of the agreement by the Office of the University Counsel is not necessary. However, if the site recommends changes to the University’s experiential learning agreement, those changes must be reviewed by the Office of the University Counsel.
6. If a site requires use of its own agreement instead of the University’s experiential learning agreement, review of the agreement is required by the Office of the University Counsel the first time that form is used. Thereafter, it need not be reviewed by Counsel unless it is altered or amended. Page 2 of 5
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Typically, the Faculty Liaison forwards the agreement to the internship site representative for signature. This should be handled directly by the faculty liaison. When the agreement is returned, it is signed by the Dean. On the signature page, the left-hand column is for the Dean’s signature and the right-hand column is for the external agency representative’s signature. **Students do not sign the experiential learning agreement.**
UNCG STANDARD EXPERIENTIAL LEARNING AGREEMENT

I. Parties
This Experiential learning Agreement (Agreement) is entered into between The University of North Carolina at Greensboro, School or Department of __________________________ (hereafter UNCG) and firm/organization ________________________________ (Agency), (collectively, the Parties).

II. Purpose
The parties specified in this Agreement have determined that they have a mutual interest in providing student learning experiences at Agency. UNCG has determined that student placements in Agency are consistent with the goals and objectives of the curriculum and will enhance the program of study. This Agreement confirms the mutually agreed terms and conditions of supervised learning experiences to be performed at Agency.

III. Term
A. The term of this Agreement shall commence on the date upon which the last signature is affixed hereto and will automatically renew annually unless either party provides at least ninety (90) days written notice of its intent to terminate prior to the expiration of the then current annual term.

B. This Agreement may be terminated by either party upon written notice of at least ninety (90) days. In the event of a termination, the Parties should use their best efforts to ensure that the termination will not negatively affect students currently placed at Agency.

IV. Compliance with UNCG and Agency Policies
A. Students working in Agency will be subject to the UNCG Academic Honor Policy and the Student Code of Conduct, copies of which will be provided to Agency by the UNCG Faculty Liaison. If alleged violations occur, Agency will notify Faculty Liaison. If such alleged violations reasonably seem to pose a continuous threat to others, the alleged violator may be suspended immediately by the Agency from participating in Agency activities.

B. Agency may also require student participating at Agency activities to comply with its own operational policies and procedures.

V. Responsibilities of the Parties
A. UNCG shall:
1. Notify students of appropriate placement opportunities for the experiential learning activity;
2. Approve placement site and learning objectives;
3. Select and register students for placement;
4. Based on its academic standards, and in its sole discretion, determine whether UNCG credit will be awarded to students;
5. Identify for the Agency the Faculty Liaison who will be the primary contact for specified learning activities;
6. Participate in planning and evaluation regarding learning activities;
7. Provide Agency with evaluation forms and deadlines;
8. Inform Agency of the UNCG calendar and initiate discussions of students’ obligations to report to Agency whenever classes are not in session; and
9. Implement procedures to notify students of obligations listed below:
   a. Attend orientation sessions regarding learning activity;
   b. Comply with all applicable policies and operational procedures of Agency;
   c. Negotiate a set of learning objectives with Agency and UNCG and provide to each a written statement of
objectives;
d. Give prior notice of necessary absence to appropriate UNCG and Agency personnel;
e. Obtain and maintain any required professional personal liability and/or health insurance;
f. Maintain professional standards of confidentiality; and
g. Participate in all individual or group meetings associated with learning activity.

B. Agency shall:
1. Provide opportunities for student observation and/or participation on Agency premises;
2. Provide a safe environment in compliance with all federal and state laws and inform UNCG and students of hazardous conditions and unusual circumstances that may create unsafe conditions;
3. Provide to Faculty Liaison and students written policies and operational procedures to which students are expected to adhere while they are at Agency setting;
4. Provide to Faculty Liaison a list of duties or job description for student placements with notation of any specific requisite skills or abilities, as well as identify essential functions of the position;
5. Participate in planning and evaluation sessions with students and, where appropriate, with UNCG faculty;
6. Identify for Faculty Liaison the Agency personnel primarily responsible for supervising learning activity at Agency;
7. Provide on-site supervision and guidance to learning activity;
8. Provide timely final evaluation of student performance in the manner specified by UNCG;
9. Conduct exit interviews with students that will include discussion of Agency’s final evaluation;
10. Notify Faculty Liaison of unsatisfactory performance or misconduct of a student and provide related documentation to Faculty Liaison. If a student fails to comply with Agency’s policies and procedures, Agency may immediately suspend or terminate that student from further participation in the program on its premises.

VI. Special Additional Conditions where Agency is a Private, “For-Profit” Entity
(See U.S. D.O.L. Fact Sheet #71 Internship Programs Under the Fair Labor Standards Act April 2010)
Where the Agency is a private, “for-profit” entity, and it is contemplated that the student will not be compensated in compliance with the wage and hour provisions of the Fair Labor Standards Act (e.g., at least minimum hourly wage, time and a half for overtime, etc.), then Agency agrees that the placement will have the following characteristics:
1. The placement, even though it may include actual operation of the facilities of the Agency, is similar to training which would be given in an educational environment;
2. The placement experience benefits the student;
3. The student does not displace regular employees, but works under close supervision of existing staff;
4. The Agency derives no immediate advantage from the activities of the student; and on occasion its operations may actually be impeded;
5. The student is not necessarily entitled to a job at the conclusion of the placement; and
6. The Agency and the student understand that the student is not entitled to wages for the time spent in the placement.

VII. Number of Placements
Agency and UNCG will mutually determine the number of students to be placed at Agency for a given term. Agency and UNCG may decide to have no active placements for a period of time without affecting the continuation of this Agreement.

VIII. Nondiscrimination
Both parties agree to perform their duties under this Agreement without discrimination on the basis of race, sex, religion, national origin, age, and disability. The Agency agrees to accept qualified students.
with disabilities from UNCG in accordance with the Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990, and as amended. If the student has self-reported his/her disability to UNCG, the UNCG Department of Disability Services will consult with Agency’s fieldwork supervisor on a case-by-case basis to determine whether UNCG or the Agency will provide reasonable accommodation(s). In the event the Agency furnishes the reasonable accommodation(s) for the student, UNCG agrees to reimburse the Agency for costs incurred by the Agency for providing the reasonable accommodation(s), except for accommodations involving permanent structural alterations to the Agency’s property.

IX. Monetary Compensation to Student
While not required, monetary compensation may be provided to students placed in learning activities under this Agreement by either Agency or by the University. Accounting for such compensation and for any applicable taxes and benefits will be the responsibility of the party providing such compensation to the student.

X. Employment
Students are not considered employees or agents of either UNCG or Agency. Rather, students are considered to be independent contractors for purpose of this Agreement.

XI. Entire Agreement
This Agreement represents the entire agreement between the parties and may not be modified without the written consent of both parties. This Agreement shall be construed and governed by North Carolina law and any disputes shall be filed in a North Carolina court of competent jurisdiction.

In witness whereof, the parties hereto have caused this Agreement to be signed by their respective authorized representatives. The University of North Carolina at Greensboro

By: ______________________________
Signature
Print Name: ______________________________
Title: Dean
Date: ______________________________

Agency
By: ______________________________
Signature
Print Name: ______________________________
Title: __________________________________
Date: ______________________________