

Simmons University  
Dietetic Internship Program  
Student Handbook  
2018-2019

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

## **TABLE OF CONTENTS**

<b>Topic/Section</b>	<b>Page</b>
<b>General Information/Policy and Procedures</b>	
Simmons University Dietetic Internship Mission Statement and Goals	2-4
Simmons University Dietetic Internship Rotation and Affiliation Descriptions	5-9
Simmons University Dietetic Internship Policies and Procedures	10-18
Simmons University Nutrition Department CORI Policy	19-20
The Code of Ethics for the Profession of Dietetics	21
Simmons University Policy on Non-Discrimination and Grievance Procedures	22-23
Simmons University Policies and Procedures	24-32
Competency Statements for the Supervised Practice Component of Entry-Level Dietitian Education Programs	33-37
Allocation of the General and Community-focused Competencies to the Simmons University Dietetic Internship Rotations	38-41
<b>Evaluation Forms</b>	
Simmons University Dietetic Internship Student Performance Evaluation Sheet Instructions	42-44
Rotation Evaluation: Clinical/Acute Care Competencies and Planned Experiences	45-52
Rotation Evaluation: Food Service Competencies and Planned Experiences	53-61
Rotation Evaluation: Community Competencies and Planned Experiences	63-74
Rotation Evaluation: NUTR 451 A&B	75-77
Rotation Evaluation: NUTR 452	78-79
Rotation Evaluation: Professional Practice Planned Experiences	80-82
Student's Evaluation of Their Internship Rotation Experience	83-90
Joint Class Day Evaluation Form	91-94
<b>Appendix A: Prior Learning Policy and Application</b>	95-104

## **SIMMONS UNIVERSITY**

### **DIETETIC INTERNSHIP PROGRAM**

#### **Mission Statement and Goals**

### **The Mission of the Simmons University Dietetic Internship Program**

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

**Simmons University Mission:** Simmons University exists to educate, empower and transform the lives of its students, preparing them for leadership in the professions, in their communities and in the world.

#### **Department of Nutrition Mission**

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

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

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

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

The Department of Nutrition philosophy supports the concept that nutrition is a science governed by the rigorous rules of scientific investigation. It is a biological science because its elements, nutrients, are chemicals and chemical compounds which participate in the regulation of homeostasis and, thus, the continuity of life. Nutrition is further a social science, because its elements are consumed, primarily, in the form of food on a regular basis. How and why food is chosen is determined by a set of human behaviors that are constantly refined by such diverse forces as biology, environment, economics, politics, culture and the effect of the media. Since the faculty further believes that the practice of Dietetics is predicated, in large part, on the science of Nutrition, the Department of Nutrition's contribution to the education of dietetic practitioners is philosophically consistent with the mission of the University and in harmony with societal expectations of professional health care workers.

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

The program's mission is consistent with the standards of practice and the standards of professional performance. The mission statement for the dietetic internship can also be found in the School of Nursing and Health Sciences Nutrition catalog.

The commonalities among the three mission statements are the acquisition of knowledge and education and professional practice. The University, department and internship program work to integrate quality education into preparation for professional practice among our graduates.

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

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

- To foster the development of skills in critical analysis.
- To foster a creative and effective approach to problem solving.
- To provide opportunity for the direct application of didactic material.
- To encourage students to recognize the importance of continuous learning for enrichment of their personal and professional lives.
- To provide an environment which encourages and contributes to an understanding of the psychological, social, cultural, and economic factors that influence food consumption in various populations.
- To provide students with the skills which will enable an objective and competent interpretation of the scientific literature in order to better understand the relationship of nutrition to health promotion, wellness and disease prevention, and

the involvement of adequate nutrition in human development and in the aging processes.

## **Simmons University Dietetic Internship Program Goals and Objectives**

### **Simmons University Dietetic Internship Program Goals**

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

#### **Simmons University Program Goal #1**

Graduates will be prepared for a career using their intellectual and clinical skills to competently function as entry level nutrition/dietetics practitioners.

#### **Program Goal #1 Outcome Measures**

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

#### **Simmons University Program Goal #2**

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

#### **Program Goal #2 Outcome Measures**

- *Objective 1* – 80% of graduates seeking acceptance to graduate programs in place of employment will enroll within 6 months of program completion.
- *Objective 2* - 50% of graduates will indicate that they exhibit leadership skills by being actively involved in a professional organization or by implementing initiatives in their employment.

**SIMMONS UNIVERSITY**  
**DIETETIC INTERNSHIP PROGRAM**  
**Rotation and Affiliation Descriptions**

**Description of the Simmons University Dietetic Internship Program**

The Simmons University dietetic internship program is a full-time, 33-week community-oriented internship experience for students who would like to become registered dietitians. The program's goal is to provide students with both the attitude and skills necessary to continue learning in a dynamic discipline. Students will develop the intellectual and clinical skills of a successful professional so as to function efficiently and effectively within a healthcare or community setting.

The emphasis of the program reflects the current trend away from acute hospital-based care towards health promotion and disease prevention. Upon completion of the program the student is expected to be properly prepared, from a hands-on practical standpoint, to complete the examination to gain registered dietitian status in accordance with the Commission on Dietetic Registration.

The program consists of several supervised practice rotations that take place annually between the months of September and May. The rotations are as follows:

- Ten weeks at an acute care hospital.
- Five weeks in a food service operation at a long term care facility, community hospital, school foodservice or other related facility concentrating on food service-related experiences and gaining exposure to the role a dietitian in the assigned setting.
- Sixteen weeks in a variety of community settings which may include the following: community health center, state or local department of public health, state government-based nutrition initiative, corporate fitness programs, outpatient nutrition programs at a hospital or medical clinic, and/or a private practice dietitian office. Students spend time at a combination of places under this category. For example, an intern may spend 4 weeks at a community health center, 6 weeks with the department of public health combined with time at a local WIC program, 4 weeks with a private practice dietitian, and 2 weeks at a local food pantry. Interns selected for the eating disorder concentration will complete one month in a community setting, and the remaining twelve weeks will be in various levels of care in eating disorder facilities and practices.
- One to two weeks in a professional practice rotation chosen by the intern and approved by the internship director.

The remainder of this document will briefly describe each of the rotations that students will attend during their experience as a means of satisfying the program's completion requirements, including meeting the forty one core competencies and four community competencies (or optional five Eating Disorder competencies if in the Treatment of Eating Disorders path) set forth by The Accreditation Council for Education in Nutrition and Dietetics (ACEND), the

accrediting agency for dietetics practice. Furthermore, information will be provided on what types of facilities and preceptors are utilized for each of the rotations.

The following is a list of acceptable types of facilities for each of the offsite rotations:

**Acute Care/Clinical Rotation (10 weeks)** Students will be placed in a hospital setting, preferably a community teaching hospital. The hospital should offer a variety of services to ensure a well-rounded and varied experience. Students are expected to gain experience in nutrition screening, charting, developing nutrition care plans, enteral and parenteral nutrition, and interacting with patients and health care professionals. They should aim to start their experience by working on simpler tasks and advancing to more complex tasks as their experience proceeds. In addition to a strong inpatient component, most affiliating agencies offer a wide variety of outpatient preventative health and educational programs on topics such as weight management, healthy heart, bone health, women's health, pregnancy, lactation and childcare and alternative medicine.

***Preceptor:*** The preceptor must be a registered dietitian. The preceptor must be available to the student during the time that they are at the facility. In other words, there must be at least one full time dietitian available to the student at all times. It is also valuable if the facility has diet technicians so the student can supervise their work.

**Food Service Rotation (5 weeks)** Students are assigned to a community-based food service location to complete their food service requirements. The location may be a school food service, community hospital, long term care food service, or any other community-based organization that will provide an appropriate experience. Students will learn how a foodservice operation functions and will begin to develop managerial skills through observation and practice. Students will also become familiar with the nutritional procedures and forms that are required by state and federal mandates in various facilities.

Students may be placed in a long term care facility if they indicate that they would like to gain experience in this sector. Placement in a long term care facility is beneficial since a large segment of the population is aging and the demand for dietetic professionals in long term care is expected to rise dramatically. Ideally, the students will be able to complete their food service requirements and gain considerable experience with a consulting dietitian. The benefit of obtaining these two experiences at one site is that the student can acquire a strong working knowledge of how food service systems and medical nutrition therapy are coordinated to ensure provision of quality dietary care.

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

***Preceptor:*** The preceptor must be a food service director and/or food service supervisor. The

preceptor may or may not be a Registered Dietitian/Licensed Nutritionist.

### **Community Rotation Sites:**

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

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

- ***Community Health Center:*** Interns might rotate at a Boston area community health center which will provide a multi-ethnic supervised practice experience. The assigned community health center will generally be a non-profit, community-based organization that provides primary and preventive health care services to their communities, particularly the vulnerable and underserved populations. Students will gain proficiency in providing nutrition counseling and education in an outpatient or community setting, with both individuals and groups, and become active participants in public health initiatives such as WIC, Maternal and Child Health (MCH), and special programs that assist elders in leading independent lives. During this rotation, students can also work with community hunger agencies such as soup kitchens, food pantries and food banks, to name a few.

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

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



to all individuals throughout the lifespan, nutrition screening, assessment, education, and counseling to ensure that individuals achieve and maintain optimal nutritional status.

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

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

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

### **Preceptor/Faculty Selection**

The Simmons University Nutrition Department selects affiliations that support the mission and goals of the Program. Preliminary discussions are conducted with all new affiliating preceptors to ensure that students obtain the type of experience expected and supervision required, and to assess the affiliating faculty's willingness to complete written student evaluations. Throughout the internship program written and oral communication is made with affiliating faculty to ensure that they are providing entry level dietetic skills as determined by the competencies set forth by ACEND.

Furthermore, recruitment of affiliations is based on the ability of the sites to provide a variety of community-oriented experiences that encompass diverse ethnic, cultural, economic, political, and age-specific populations. This will ensure that students are prepared for the multitude of community-based employment opportunities available to dietitians.

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

### **Preceptor Requirements and Affiliation Agreements**

The primary supervisor at each site must be either a registered dietitian, appropriately credentialed or have equivalent professional experience, such as food service managers, and also

must be employed by the affiliating institution. It is also highly encouraged that the faculty to student ratio at the affiliations is one to one, although exceptions may be made if it is determined that the experience is conducive to two interns completing the same rotation in tandem. A copy of all the preceptors' resumes are kept on file in the Nutrition Department.

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

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

Contractual agreements between Simmons University and the affiliating sites are required and are managed by the Graduate School for Nursing and Health Sciences. The current affiliation agreements have been approved by the Office of the Provost after consultation with appointed lawyers. The contracts will be kept on file in the Nutrition Department. Both Simmons University and the affiliating sites will have a signed copy of the contract.

**SIMMONS UNIVERSITY**  
**DIETETIC INTERNSHIP PROGRAM**  
**Policies and Procedures**  
**PROGRAM POLICIES AND PROCEDURES**

***1. Credentialing for Dietetic Practitioners***

The Simmons University Dietetic Internship Program, accredited by Accreditation Council for Education in Nutrition and Dietetics (ACEND), is designed for students who hold a baccalaureate degree and meet the didactic program in dietetics (DPD) requirements. The program provides over 1,200 hours of fieldwork experience concentrating on the use of medical nutrition therapy in the community setting. Students completing the program are considered graduates of an accredited program and are eligible to complete the registration examination. Upon doing so, the faculty anticipates that graduates will be capable of practicing in a variety of settings performing nutrition-related professional activities.

- The Accreditation Council for Education in Nutrition and Dietetics (ACEND) can be contacted by mail at 120 South Riverside Plaza, Suite 2000, Chicago Illinois, 60606-6995 or by phone at 800-877-1600 extension 5400 or by fax at 312-899-4817 (4772). The ACEND web site can also be accessed on the internet at [www.eatright.org/acend](http://www.eatright.org/acend).

***2. Program Completion Requirements***

- Completion of required rotations including related projects and assignments and make-up of any days missed or sick days.
- Completion of all core competencies and program emphasis competencies required by ACEND.
- A 'B' or better in the required graduate level course *Nutrition 452: Nutrition Program Planning, Implementation, and Evaluation*.
- Attendance at all scheduled Monday afternoon internship meetings at Simmons University. Interns may be excused from a scheduled class if they are able to provide a valid reason such as need to attend a required orientation for a field site, medical emergency, jury duty, etc. Permission to miss class should be obtained prior to the class if possible. Interns are responsible for any missed material and should take steps to obtain information from a classmate.
- Completion of a formal evaluation by the student's primary preceptor at each rotation.
- Completion of a formal evaluation by the student of each rotation.
- Completion of any assignments associated with rotations, due by the end of that rotation. Assignments should be submitted by uploading to the Internship Course NUTR 451 on Moodle, the Simmons University web-based platform.
- Participation in and evaluation of each of the required joint dietetic internship class days. For 2018-2019, the required joint class days are the Pediatric Conference (2 days), the ANCE conference, and the two Simmons-sponsored Joint Class days "Entrepreneurship" and "Day on the Hill". All other joint class days are optional. The internship is structured to allow interns attend up to 8 Joint Class days during the year (the 5 required classes mentioned above plus three additional of the intern's choice) without having to make up hours. If an intern chooses to attend more than 8 Joint Class days, those hours would need to be made up at their rotation site with the prior permission of their preceptor. For the required joint class days, interns may be excused only if they are able to provide a

valid reason, such as need to attend a required orientation for a field site, medical emergency, jury duty, etc. Permission to miss class should be obtained prior to the class if possible. Interns are responsible for any missed material and should take steps to obtain information from a classmate.

- Collection and submission of projects completed during each rotation, and submission to the program director or assistant director at the end of each rotation.
- Participation in exit interviews at the completion of the 33 week internship experience.
- Complete a sample RD exam administered after participation in the RD exam review sessions required during the final week of the internship program.

The dietetic internship director and assistant director, in conjunction with the preceptor, will review progression of all interns. If an intern does not meet the criteria for progressing in the program, then the intern may be asked to remain past the 33 weeks until performance meets the criteria. If an intern's work including projects and homework does not meet criteria then the intern may be asked to revise his/her work for resubmission.

No prior learning credit will be awarded towards completion of class time required for NUTR 451A or 451B, or NUTR 452: Program Planning, Implementation, and Evaluation with the exception of exemption from Nutrition 452 for students who have taken the course at Simmons University within 10 years of beginning the internship.

The Simmons University Dietetic Internship allows prior learning credit for qualified, post-baccalaureate work and volunteer experience that fills competencies related to community and/or food service rotations and hours. Please see the full policy and application form at the end of this document for full details (Appendix A). Up to half of the community rotation hours (8 weeks) and up to one hundred percent of the food service hours may be waived with prior learning credit. No prior learning credit will be given toward the clinical competencies or rotation time.

**Note:** A student may be asked to stay beyond the 33 weeks if, in the opinion of the program director, the student has not reached entry-level competence. Scheduled *supervised practice experiences must be completed within a two-year period*. This two year period begins when the students start their supervised practice experiences. Factors that will be considered in determining if a student's experience must be lengthened include the following:

- Recommendations from a preceptor(s) involved in the student's experience.
- Recommendations from the program director or assistant director.
- Student concerns about not being adequately prepared for an entry-level position in the field of dietetics.
- Incomplete or unsatisfactory student evaluations indicating sub-optimal entry level competence.
- Inability of a facility or internship site to provide an adequate experience due to unforeseen circumstances.
- Personal circumstances that interfere and delay the completion of the internship experience in the allotted 33-week period.

#### ***Medical/Maternity Leave Policy:***

- If it is determined that a student needs to take a leave of absence, they must complete appropriate paperwork required by the School of Nursing and Health Sciences. See this link for more information on voluntary and involuntary leaves of absence as related to academic coursework: <http://www.simmons.edu/student-life/handbook/academic-policies/undergraduate/leave-of-absence>.

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

Upon completion of all dietetic internship requirements as listed above, information for all interns will be submitted to CDR for eligibility to sit for the RD examination. Verification statements of dietetic internship completion will be given out in person during the review days at the end of the program after the director and assistant director have verified that all completion requirements have been met. Each intern will be provided 5 signed verification statements, but may request more at any time if they have a specific need. Paper copies of verification statements are stored in a permanent file in the Simmons University Department of Nutrition, as well as, electronically as a PDF format in a locked computer file. The Department keeps former intern files on site in accessible locked storage indefinitely.

If the intern has not completed all requirements by the review days, the director and assistant director will continue to work with the intern until all requirements are met and will issue verification statements once the intern has turned in all documentation. Interns who are not able to receive verification statements during the review days may pick up their verification statements in person from the Simmons University Department of Nutrition (300 The Fenway, Boston MA 02115), or request that the verification statements sent via The US Postal Service. Such requests must be in writing, email is acceptable.

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

### 3. Program Estimated Costs:

<p style="text-align: center;"><b><u>Castle Branch Services and Fees:</u></b></p> <p>Castle Branch is a company that Simmons University uses to help manage the submission and tracking of documents that are required in order for students to begin the internship. This includes a CORI background check, immunizations and health requirements, and training for OSHA and HIPAA certification. The total fee for all of the components is \$125.50, paid directly through the Castle Branch web site.</p>
<p><b><i>Criminal Offense Record Information (CORI):</i></b></p> <p>The Simmons University Nutrition Program requires that all students enrolled in the Simmons University Dietetic Internship Program have a CORI (Criminal Offender Record Information) check performed prior to beginning their clinical experiences. The CORI check allows the Simmons University Nutrition Department to access conviction and pending criminal case data for the purpose of screening students participating in clinical programs where there is the potential for unmonitored access to vulnerable populations, including, but not limited to, children, the elderly, patients or disabled persons. <b>Please see the end of this section for official policy and appeals information.</b></p>
<p><b><i>Medical Clearance:</i></b></p> <p>All students accepted into the dietetic internship program are required to complete a recent physical exam and must have all of their vaccinations up-to-date prior to the start of their first rotation. Accepted dietetic interns will be provided with a medical clearance form soon after they are accepted to the internship program which must be completed prior to the start of their rotations. This is to be completed along with information for the CORI via Castle Branch.</p>
<p><b><i>HIPAA/OSHA Testing:</i></b></p> <p>All students are required to complete the Castle Branch online HIPAA and OSHA training tests with a passing score before they are allowed to begin the internship.</p>

- ***Application Fee:***
  - A non-refundable fee of \$50 must accompany the application when applying to the dietetic internship program.
  
- ***Enrollment Fee:***
  - A non-refundable \$750 enrollment fee is required of students accepted into the program to confirm their willingness to participate in the program for the selected time period. Deposits will be applied to the first semester bill.

- ***Tuition Fee:***
  - The students are required to pay a tuition fee equivalent to 12 semester hours of field work (9 credits) and graduate course work (3 credits) at Simmons University. Interns enroll for 6 credits in the fall (3 credits for NUTR 451A and 3 credits for NUTR 452) and 6 credits in the spring (6 credits for NUTR 451B). For the **2018-2019** school year, the cost per semester hour for graduate programs offered in the School of Health Sciences is \$1,235 and therefore, a cost of \$14,820 is required for enrollment in the 12 program credits required by the dietetic internship program. More information can be found at: <https://www.simmons.edu/admission-and-financial-aid/student-financial-services/tuition-and-fees/graduate/tuition-and-fees-2017-2018>
  
- ***Student Activity Fee:***
  - An activity fee of \$114 per semester must be paid by all students participating in the dietetic internship program. This fee supports student activities and other program-related events.
  
- ***Drug Testing:***
  - Drug testing is not mandatory for the Simmons dietetic internship, but may be required by a specific site. If this is the case, that site will be responsible for administering the test.
  
- ***Health Insurance:***
  - All interns must have health insurance to participate in the dietetic internship program. Students enrolled in Simmons University for at least 9 credit hours per semester are eligible to purchase student health insurance. Students enrolled for less than 9 semester hours are not eligible for student health insurance and should apply through the Massachusetts's Health Connector for insurance if they do not have it through another resource: <https://www.mahealthconnector.org>. Students must either purchase health insurance offered by Simmons (if eligible) or waive participation in the Simmons plan by demonstrating that they will be covered for the year by privately purchased insurance that is comparable to a Qualifying Student Health Insurance Plan (QSHIP). Student health insurance rates for the **2018-2019** school year can be found here: <http://www.simmons.edu/admission-and-financial-aid/student-financial-services/student-accounts/insurance/student-health-insurance-plan>  
Questions about medical insurance can be addressed to the Office of Student Accounts at (617) 521-2009, or you can go to the Simmons web site to get more information at this link: [https://www.universityhealthplans.com/letters/letter.cgi?group\\_id=26](https://www.universityhealthplans.com/letters/letter.cgi?group_id=26)
  
- ***Health/Medical Services:***
  - Graduate students may elect as well to use the Simmons University Health Center by paying the Health Fee each semester or on a fee-for-service basis. Health Center Fee (**2018-2019**: \$440 for each semester for a total of \$880 per year). For additional information, students can call the Health Center at (617) 521-1020.

- **Cost of Living Considerations:**
  - *Simmons University Graduate Housing:* As of the 2018-2019 academic year, there is no on campus housing provided for graduate students. The further out from the city you go, the less expensive rents will be. Keep in mind as you move further out, public transit becomes less convenient. This link on the Simmons University website provides a good overview of things to consider when looking at housing: <http://www.simmons.edu/student-life/life-at-simmons/commuter-services/off-campus-housing>
  - *Apartments for Rent Around Simmons University:*
    - *1 Bedroom Apartment:* ~\$1400 and up
    - *2 Bedroom Apartment:* ~\$1,700+
    - *3 Bedroom Apartment:* ~\$2,000+
    - *4 Bedroom Apartment:* ~\$2,400+
  - *Local Public Transportation:* Students may purchase the MBTA Semester Transit Pass. This Fall Semester package includes 4 monthly passes (Sept-Dec). This Spring Semester Pass includes 4 monthly passes (Feb-May). Order forms for the discount Semester Pass are available at the Student Life Office or online at: <http://www.simmons.edu/student-life/life-at-simmons/commuter-services/parking-and-transportation>. For additional information on public transportation see the Massachusetts Bay Transit Authority (mbta) web site at [www.mbta.com](http://www.mbta.com).
  - *Monthly Garage Parking:* Check the Simmons parking website for more details at <http://www.simmons.edu/about-simmons/contact-us/directions/parking/accessible-parking>
  - *Parking Meters:* ~\$0.25 per 12-15 minutes
  - *Gasoline:* \$2.00-\$4.00/gallon, self-serve, regular unleaded
  - *Laundromat:* Wash: ~\$1.00; Dry: ~\$0.25 per 10 min
  - *Sales Tax:* No tax on groceries and clothing, 6.25% on all nonessentials.

#### **4. Financial Aid:**

- Financial aid is available for all students based on need and merit. Need-based awards consist primarily of low-interest loans, grant money, and Federal Work-Study. There are also outside loan programs to help supplement need-based assistance. State and National scholarship information is also available.
- The TERI Continuing Education Loan is available for those students enrolled only in the Dietetic Internship Program or the MEFA Loan for those concurrently enrolled in the Master's Nutrition Program.
- Financial aid information for the School of Nursing and Health Sciences (SNHS) is found at this link: <http://www.simmons.edu/admission-and-financial-aid/student-financial-services>
- Students requesting aid must file a Free Application for Federal Student Aid (FAFSA), **and** a Simmons Application for Graduate Financial Aid. These forms can be obtained by contacting the financial aid office at (617) 521-2036 or by accessing the Simmons University Web site at <http://my.simmons.edu/services/sfs/apply/graduate.shtml>



- Applicants for financial aid are advised to submit all application materials by March 1 for the upcoming summer and fall semesters. Since students are not matched with a dietetic internship program until mid-April, it is advised that they submit their financial aid forms as soon as they can after committing to the dietetic internship program.

### ***5. Withdrawal from the Program:***

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

- ***Refund of Tuition and Fees:***

The University’s general policy regarding fall and spring semester tuition refunds to students is as follows:

1. The University provides all instruction (to be paid for prior to the beginning of each semester) on an academic-semester basis. Tuition refunds are granted based upon the refund dates listed on the Fact Sheet in the Graduate Schedule of Classes for each semester which can be reviewed at: <http://www.simmons.edu/academics/academic-calendar>. The date that appears on the official Add/Drop Form filed with the Registrar is used to determine refund amounts. Refunds are granted on a prorated basis only after add/drop forms are filed.
2. Students receiving federal financial assistance who withdraw from all their course work are subject to different rules. The philosophy of financial assistance programs is that the student is primarily responsible for paying University costs. Assistance is meant to bridge the gap between what the student can pay and the total cost of an education program. With this in mind, any credit to the student’s account resulting from withdrawal from course work will be refunded to the financial aid programs first, then to the student if funds remain after all aid is repaid. If funds remain after all aid is repaid and the student has no outstanding financial obligation, any excess monies will be refunded to the student.
3. The Application Fee, Tuition Deposit, Activity and Health Fees, and other fees are non-refundable. Questions regarding refunds should be directed to the Office of Student Financial Services, Room W-207, Main University Building, 300 The Fenway, Boston. Telephone: (617) 521-2001.

### ***6. Liability for Safety in Transit to or from Assigned Areas and Professional Liability***

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

### ***7. Vacation, Holiday and Sick Time***

The program consists of several supervised practice rotations that take place annually between the months of September and April. Interns follow a schedule laid out by the internship director and assistant director and do not follow the official Simmons University Academic Calendar. The start and end dates, as well as, the winter break schedule is provided to all interns in the “Welcome Letter” sent out annually in May. The final rotation schedule is provided to each intern by the first day of orientation.

There is a one-week vacation between Christmas and the New Year. **In 2018-2019, vacation will begin at the end of the work day on Friday, December 21, 2018. You will restart your rotations on Wednesday, January 2, 2019.** This week is not included in the 33-week period allotted to the program.

For all other holidays, students will observe the holiday schedule for their assigned rotations. Students who are ill must notify their preceptor **and** the dietetic internship program director or assistant director. All sick time must be made up by the student. Additionally, please note that some preceptors will have students make-up Monday joint class days or early release days.

### ***8. Injury or Illness Policy***

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

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

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

### ***9. Disciplinary/Termination Procedures***

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

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

### ***10. Time on Duty***

A forty-hour week is planned for each affiliation. The selected time on duty varies depending upon the rotation. Hence, occasional weekends or non-traditional hours (for example, 11 a.m. to 7 p.m. or 6 a.m. to 2 p.m.) may be expected during rotations. Interns will keep track of their hours spent at rotations and turn in the required documentation as directed by the program director.

### ***11. Dress Code***

Professional dress is expected. For women a reasonable length skirt (not mini-skirt) or full-length trousers of a non-jeans material combined with a top (such as a dress shirt, polo, or sweater set) is considered acceptable. An informal dress with appropriate skirt length is also acceptable. For men, a shirt and tie is recommended in office and clinical settings. It is advisable to ask each of your preceptors if there are any specific attire requirements prior to the initiation of your rotation. Policies on attire set by the agency take precedence over those set by the internship. For example a site may require that a food service intern wear specific clothing including shoes. Please make sure your clothing is not tight fitting and that cleavage, midriffs, and underwear are not exposed. Additionally, it is recommended that you possess at least one full-length white laboratory coat for those rotations that require laboratory coats.

### ***12. Requirements for Initiation of Rotations***

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

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



**DEPARTMENT OF NUTRITION**  
SCHOOL OF HEALTH SCIENCES  
SIMMONS COLLEGE  
300 THE FENWAY  
BOSTON, MA 02115

TELEPHONE – 617-521-2718  
FACSIMILE – 617-521-3002

### **Simmons University Nutrition Department CORI Policy**

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

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

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

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

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

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

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

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

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

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

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

### **CORI Appeals Process for Employees (Students):**

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

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

An employee seeking to exercise the opportunity to dispute the accuracy of the CORI may submit a statement to the Administrator specifying the information he or she believes is inaccurate. The statement must include any documentation the individual has to support the claim. The administrator may contact the CHSB for assistance with disputes as to accuracy. An employee seeking to exercise the opportunity to dispute the relevance of the CORI must submit a statement to the Administrator describing why he or she believes the CORI does not affect his or her ability to effectively administer the CORI process in compliance with all applicable laws and regulations.

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

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

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

**CODE OF ETHICS**  
**FOR THE PROFESSION OF DIETETICS**

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

More information can be found at:

<http://www.eatrightpro.org/~media/eatrightpro%20files/career/code%20of%20ethics/codeofethicsdieteticsresources.ashx>

**Simmons University DI Policy on Ethical Behavior:**

The dietetic intern will protect confidential information on any given patient in any setting (community, food service, clinical). The dietetic intern will demonstrate an understanding of HIPPA privacy and security guidelines through the following:

1. Completion of the HIPPA Training on Castle Branch
2. Completion of the HIPPA Quiz at orientation
3. Completion of the Case Studies at orientation

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

**SIMMONS UNIVERSITY**  
**DIETETIC INTERNSHIP PROGRAM**  
**Policy of Non-Discrimination, Grievance Procedures, and Student Privacy**

**Notice of Non-Discrimination and Grievance Procedures**

Chartered in 1899 and opened in 1902, Simmons University is first and foremost an academic community whose primary goals are to prepare women and men to be well informed, open-minded, and sensitive to values. To attain these goals we seek to create an atmosphere within which students may learn to become actively engaged members of society and to develop the resources to lead rich personal lives. We hope to achieve these goals through an active and continuing exchange of ideas among students and faculty and the general University community.

To ensure that these goals are attained, Simmons has committed itself to the following principles:

Simmons University supports the principle and spirit of equal employment opportunity for all persons, based on each individual's qualifications and fitness. In accordance with applicable law, the University administers its employment and personnel policies without regard to race, color, religion, disability, national origin, ancestry, age, sex, sexual orientation, or veteran's status.

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

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

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

If you have a complaint about unlawful discrimination or harassment and if you are a student, you should bring your concerns to the dean of your school or to the dean for student life. If you have a complaint about unlawful discrimination or harassment and you are an employee, you should bring your concern to the attention of the director of human resources. Complaints or inquiries concerning the University's policies and compliance with applicable laws, statutes, and regulations may also be directed to the University president's office, or to the University's General Counsel, in (Office to be announced) or 617-521-2276. Your complaint should contain your name and address so that we can contact you and give a brief description of the actions you

believe to be unlawful. You should bring your complaint in a timely manner, usually no later than 60 days after you become aware of the alleged violation. The president or appropriate University officer (or his or her designee) will conduct an investigation and issue a written decision on the complaint, ordinarily within 45 days.

If you have a complaint regarding the operation of the Simmons University Dietetic Internship program in relation to the program's compliance with the accreditation/approval standards you should contact the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

- The Accreditation Council for Education in Nutrition and Dietetics (ACEND) can be contacted by mail at 120 South Riverside Plaza, Suite 2000, Chicago Illinois, 60606-6995 or by phone at 800-877-1600 extension 5400 or by fax at 312-899-4817 (4772). The ACEND web site can also be accessed on the internet at [www.eatright.org/acend](http://www.eatright.org/acend).

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

A copy of the accreditation/approval standards and/or the Council's policy and procedure for submission of complaints may be obtained by contacting the Education staff at The Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995 or calling 800/877-1600 ext. 4872.



# **University Policies & Procedures**

## **Student Emergencies**

In instances when a student's physical health may be considered life threatening, the University will require that a student be evaluated by a physician or other appropriate medical personnel.

If the student refuses to be evaluated, the student will not be allowed to stay in residence or attend classes. The student's parent/guardian/emergency contact person will be notified that the student is in a potentially dangerous situation.

## **University Response to Endangering Behavior/ Involuntary Leaves of Absence**

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

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

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

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

- unresolved, ongoing or serious suicidal threats, or behavior indicating a student's inability to care for oneself

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

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

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

## **Policy for Return to University for Students Hospitalized for Mental Health Reasons**

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

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

- 1) The consulting psychiatrist must find that the student is sufficiently stable to meet academic requirements and, if applicable, capable of observing the community standards of residential life.
- 2) The student must commit to follow a recommended and established treatment plan.

3) The student and the consulting psychiatrist in conjunction with all relevant health care providers must establish and agree upon a plan for continuing safety after return to University.

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

If the student chooses to take a leave of absence as a result of a hospitalization for mental health reasons, the Associate Dean or designee will assist with processing the leave, and the student will be required to meet with the consulting psychiatrist for a re-entry/clearance interview as a condition of returning to the University. Following a successful clearance interview, the student will meet with the Associate Dean for Student Life or designee to establish a plan for return to the University and to identify community resources as appropriate.

## **Missing Person's Policy:**

Simmons University is committed to promoting and providing a safe and secure environment for the entire community. As part of our commitment, and to be in compliance with Section 488 of the Higher Education Opportunity Act of 2008, this missing student policy has been developed for “residential students” – that is, students who live in a residence hall or other housing facility that Simmons owns or operates.

### **The importance of communicating your whereabouts**

Our experiences over the years tell us that the majority of students deemed “missing” by their parents, floormates, roommates, or friends are not truly missing. Rather, the “missing” students simply have changed their typical routine without keeping in communication with those who normally see or expect to hear from them. This may seem understandable given the independent lifestyle of a University student. However, in the interest of public safety, we are urging all Simmons students to be more accountable regarding the communication of their whereabouts.

If you are leaving town or traveling off campus, even for just one night, let someone know that you will be leaving and when you are planning to return.

### **Designating a confidential emergency contact**

At the beginning of each academic year, all residential students will be asked to identify a contact person or persons who would be notified if the student is determined to be missing for 24 hours or more. This emergency contact information is imputed by the students on the Academic and Administrative Resource Center (AARC) website: <https://aarc.simmons.edu>. It will be accessible only to authorized campus officials and will not be disclosed except to law enforcement personnel in furtherance of a missing student investigation.

If a student is under 18 years of age and is not emancipated, Simmons is required to notify a custodial parent or guardian if the student is determined to be missing for 24 hours or more, in addition to any additional contact person designated by the student.

**If you believe a student is missing**

If you believe a student is missing, you are strongly encouraged to report your concerns to one of the following offices:

Public Safety – 617 521 1111

Residence Life – 617 521 1096

Office of the Dean for Student Life – 617 521 2124

**The University's procedures for responding to a missing student report**

In the event that a student is reported missing, the following procedures ordinarily will be followed:

1. The University official who receives the report will immediately:
  - refer the report to Public Safety, and
  - contact the Administrator on Call through the Office of the Dean for Student Life on-call rotation schedule.
2. Public Safety, or other University officials working in conjunction with Public Safety, will make reasonable efforts to determine if the student actually is missing. Those efforts may include, for example, some or all of the following:
  - attempting to contact the student by phone, email, text messaging or other means;
  - attempting to obtain information about the student's recent or planned whereabouts from the student's RA, roommates, friends or others;
  - accessing information in the student's email account; and/or
  - accessing the student's card swipe information.
3. If at any point it is determined that the student has been missing for 24 hours or more, then – within 24 hours of that determination – University officials will:
  - notify local law enforcement;
  - notify any person the student has identified as a confidential emergency contact on the Academic and Administrative Resource Center (AARC) website;

- notify the student's custodial parent(s) or guardian(s) if the student is under the age of 18 and is not emancipated; and
- notify the Dean of Students (or her designee).

The Dean of Students (or her designee), exercising her judgment under the circumstances, will determine whether to notify the President or other Senior University Officers and whether to notify the student's parent(s) or guardian(s). As stated above, notifying a parent or guardian is required if the student is under the age of 18 and is not emancipated.

## **Procedure to Respond to Bias-Related Incidents**

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

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

Students are encouraged to report a bias-related incident immediately. Students may report such incidents to any representative of the University but are encouraged to report such incidents to the Office of the Dean for Student Life, the Office of Residence Life, or the Office of Public Safety. Any student life staff member who receives a report of an incident of bias must inform her/his supervisor who will inform public safety, the Dean of Student Life, and the Associate Dean for Student Life. Such matters will be investigated thoroughly. This investigation will include, when appropriate, the photographing and removal of any graffiti or physical evidence related to the act. Any student who is found to have committed a bias-related act will be brought before either the Residence Campus Judicial Board or the Honor Board depending on the location and nature of the incident. Please refer to pages 197-202 of this handbook for the description of the Residence Campus Judicial Board procedures and to pages 195-197 of this handbook for Honor Board procedures.

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

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

## **Family Educational Rights and Privacy Act of 1974**

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

Under the provisions of the act, it is the right of the student to view her/his official educational records. Educational records are defined as records regarding a student that are maintained by an educational institution. Such records are kept in the Office of the Dean for Student Life, the Office of the Registrar, faculty advisors' offices, and the Center for Academic Achievement. Not included in this category of records are the following:

- records containing confidential information written before January 1, 1975
- financial records submitted to the University by the parents of a student
- medical and counseling records
- records containing information on more than one student
- private records intended for use of an individual
- law enforcement records
- student employment records
- records to which a student has waived her right of access as required by a judicial order or a lawful subpoena

In order to view her/his record, a student must make a request in writing to the appropriate office. The office has 45 days in which to fulfill the request. If requested, copies of a student's record are available to the student for a slight charge to cover the cost of duplicating. Any information in a student's record found to be "inaccurate, misleading, or [that] violates the privacy or other rights of the student" may be challenged by the student. Only the accuracy of the information may be challenged.

For example, a grade received may not be questioned, only the accuracy of its recording. In order to contest the information in her/his record, the student must submit a written statement to the person responsible for the content of the record and request that she/he receive a written response. If no written response is forthcoming or if an unsatisfactory response is received by a student, she/he may appeal to the chairperson or appropriate supervisory person. In the event that no resolution is made, it is the student's right to request a hearing, to be presided over by the dean for student life or a designee.

The University has the right to publish a directory listing all enrolled students and containing the following information:

- student's name
- address
- telephone number

- place and date of birth
- concentration
- digital photo
- year of graduation and dates of attendance
- awards and degrees received
- membership in organizations
- educational institution most recently attended

A student who wishes to be omitted from the directory must so indicate by writing to the Office of the Registrar.

A student's record is not accessible to anyone outside the University without the written authorization from the student.

Exceptions to this regulation are as follows:

- officials at an institution where the student is applying for admission
- officials disbursing financial aid
- parents of a dependent student (for tax purposes)
- accrediting and educational testing organizations
- federal officials
- officials complying with a judicial order
- appropriate officials in the event of an emergency (only if necessary to safeguard the health or well-being of the student or other individuals)
- The alleged victim of a crime of violence may receive results of any disciplinary proceedings conducted by the University against the alleged perpetrator of that crime in reference to that crime. Student records are available to the above with the stipulation that this information is only for the use of the above unless written consent is secured from the student.

Student records may not be distributed to other parties. It is the responsibility of each office maintaining records to keep a log that verifies the name and date of each person who has viewed the record and for what reason. Students have the right to see this log.

A student may sign a waiver of access to confidential recommendations for graduate school or for employment purposes. However, the student must be kept informed of those people providing recommendations.

The University does not ordinarily notify a student's parents or guardians of academic and social problems she/he encounters as a Simmons student without her/his consent. However, if a student's behavior places her/his continuance at Simmons or in residence in jeopardy, or if the student's behavior indicates she/he may be harmful to herself/himself or others, the University may deem it to be in her/his best interest to notify, without consent, her/his parents, guardians, or other appropriate persons.

Depending upon the nature and seriousness of the student's behavior she/he may be asked to leave the Residence Campus and/or the University immediately.

Prior to asking a student to leave residence and/or school, the University may deem it necessary to enter into a contractual agreement with a student around the student's behavior in residence and/or the University community, particularly in situations where the student's behavior has become an issue for the larger community. Should a contractual agreement be entered into between a student and the University, the University maintains the right to handle any violations of the contractual agreement administratively rather than through the student judicial process. A student may appeal administrative decisions about violations of her contractual agreement to the Dean for Student Life within seven business days of the decision that has been communicated to her. The appeal must be made in writing.

Further questions about the Buckley Amendment should be directed to the Office of the Dean for Student Life.

## **Simmons University Grievance Procedures**

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

In the event of a perceived disagreement with a student's education records (i.e. evaluation of the Buckley Amendment), the individual has the right to readdress her concerns in the following manner:

The hearing panel for undergraduate and graduate students will be composed of the Associate Dean of the University, who will act as the chairperson, and two other officials (one faculty member and one administrator to be appointed by the President). The hearing panel for graduate students shall be similarly composed with presidential appointments from the graduate division.

A student's request for a formal hearing must be made in writing to the Associate Dean of the University who, within a reasonable time period, must inform the student of the date, place and time of the hearing. Due process, as outlined in the Simmons University Honor System, will be afforded the student during the hearing. The decision of the hearing panel will be final and written notification will be forwarded to all parties concerned.

- If the decision is in favor of the student, the office maintaining the student record will be instructed to correct or amend the appropriate portions of the student record.
- If the decision is unfavorable to the student, the chairperson of the panel must include in the notification of the decision a statement of the reasons for the



decision and inform the student that she may place with the education record a statement commenting on the information in question, or a statement of disagreement with the decision of the Hearing Panel. This statement becomes part of the student's permanent record and will be disclosed to all authorized parties.

All University personnel who work with student education records are reminded to avoid placing irrelevant or injudicious comments in student records. However, no portion of a student's record may be destroyed if a request for access or review is outstanding.

In the event of a perceived violation of the Honor Code, the following procedures should be utilized:

Members of the community who violate the Code of Responsibility are obliged to report themselves immediately to the Chairperson of the Honor Board. A student who observes another student violating the Code of Responsibility is obligated to inform her of the violation and urge her to report herself to the Chairperson of the Honor Board. The observing student is encouraged to report the case to the Board, if the offending student does not do so herself.

- Faculty and administrators who observe or suspect a student of violating the Code of Responsibility are obliged to first discuss the matter with the student and then to report the incident to the Chairperson of the Honor Board.
- Should a member of the faculty or the administration be suspected of violating the Code of Responsibility, she/he should be so informed by the person or persons observing the violation and urged to report herself/himself to the Chairperson of the Honor Board. The observing party is encouraged to report the case to the Chairperson of the Honor Board if the offending party does not do so.
- Mutual responsibility is a very important strength of the Honor System, and abiding by the system is each person's inherent responsibility to the community as a whole. This is a difficult obligation; without it, however, the integrity of the Honor System cannot be maintained.

**SIMMONS UNIVERSITY**  
**DIETETIC INTERNSHIP PROGRAM**  
**Competency Statements for the Supervised Practice Component of Entry-  
Level Dietitian Education Programs**

Competency statements specify what every dietitian should be able to do at the beginning of his or her practice career. The core competency statements build on appropriate knowledge and skills necessary for the entry-level practitioner to perform reliably at the verb level indicated. Also, since Simmons University has chosen to offer an internship program with community-emphasis, there are nine additional community-oriented competencies that must be met by students participating in the Simmons University dietetic internship program. Therefore, there are fifty-six competencies that are to be acquired by students by the end of the 33-week experience.

The minimum performance level for the competency is indicated by the action verb used at the beginning of the statement. The action verbs reflect four levels of performance as outlined below. The higher level of performance assumes the ability to perform at the lower level:

- ***assist*** - independent performance under supervision, or ***participate*** - take part in team activities;
- ***perform*** - able to initiate activities without direct supervision, or ***conduct*** - activities performed independently;
- ***consult*** - able to perform specialized functions that are discrete delegated activities intended to improve the work of others, or ***supervise*** - able to oversee daily operations of a unit including personnel, resource utilization, and environmental issues; or coordinate and direct the activities of a team or project workgroup;
- ***manage*** - able to plan, organize, and direct an organization unit through actual or simulated experiences, including knowing what questions to ask

It is recommended that you use these definitions above to develop planned experiences if they differ from the ones stated on the evaluation form.

**Competencies/Learning Outcomes for Dietetic Internship Programs**

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

<b>2017 Competencies/Learning Outcomes for Dietetic Internship Programs</b>	
<b>Competency Number</b>	<b>Description of the Competency</b>
<b>CRDN 1.1</b>	Select indicators of program quality and/or customer service and measure achievement of objectives. <i>(Tip: Outcomes may include clinical, programmatic, quality, productivity, economic, or other outcomes in wellness, management, sports, clinical settings, etc.)</i>
<b>CRDN 1.2</b>	Apply evidence-based guidelines, systematic reviews and scientific literature.
<b>CRDN 1.3</b>	Justify programs, products, services and care using appropriate evidence or data.
<b>CRDN 1.4</b>	Evaluate emerging research for application in nutrition and dietetics practice.
<b>CRDN 1.5</b>	Conduct projects using appropriate research methods, ethical procedures, and data analysis.
<b>CRDN 1.6</b>	Incorporate critical-thinking skills in overall practice.
<b>CRDN 2.1</b>	Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetic Practice and Code of Ethics for the Profession of Dietetics.
<b>CRDN 2.2</b>	Demonstrate professional writing skills in preparing professional communications. <i>(Tip: Examples include research manuscripts, project proposals, education materials, policies, and procedures.)</i>
<b>CRDN 2.3</b>	Demonstrate active participation, teamwork and contributions in group settings.
<b>CRDN 2.4</b>	Function as a member of interprofessional teams.
<b>CRDN 2.5</b>	Assign duties to NDTRs and/or support personnel as appropriate.
<b>CRDN 2.6</b>	Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
<b>CRDN 2.7</b>	Apply leadership skills to achieve desired outcomes.
<b>CRDN 2.8</b>	Demonstrate negotiation skills.
<b>CRDN 2.9</b>	Participate in professional and community organizations
<b>CRDN 2.10</b>	Demonstrate professional attributes in all areas of practice.
<b>CRDN 2.11</b>	Show cultural competence/sensitivity in interactions with clients, colleagues and staff.
<b>CRDN 2.12</b>	Perform self-assessment and develop goals for self-improvement throughout the program.

<b>CRDN 2.13</b>	Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
<b>CRDN 2.14</b>	Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.
<b>CRDN 2.15</b>	Practice and/or role play mentoring and precepting others.
<b>CRDN 3.1</b>	Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.
<b>CRDN 3.2</b>	Conduct nutrition focused physical exams.
<b>CRDN 3.3</b>	Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.
<b>CRDN 3.4</b>	Design, implement and evaluate presentations to a target audience
<b>CRDN 3.5</b>	Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
<b>CRDN 3.6</b>	Use effective education and counseling skills to facilitate behavior change.
<b>CRDN 3.7</b>	Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
<b>CRDN 3.8</b>	Deliver respectful, science-based answers to client questions concerning emerging trends.
<b>CRDN 3.9</b>	Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
<b>CRDN 3.10</b>	Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.
<b>CRDN 4.1</b>	Participate in management of human resources.
<b>CRND 4.2</b>	Perform management functions related to safety, security, and sanitation that affect employees, customers, patients, facilities, and food.
<b>CRDNN 4.3</b>	Conduct clinical and customer service quality management activities.
<b>CRDN 4.4</b>	Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.
<b>CRDN 4.5</b>	Analyze quality, financial and productivity data for use in planning.
<b>CRDN 4.6</b>	Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.
<b>CRDN 4.7</b>	Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
<b>CRDN 4.8</b>	Develop a plan to provide or develop a product, program or service that includes a

	budget, staffing needs, equipment and supplies.
<b><i>CRDN 4.9</i></b>	Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.
<b><i>CRDN 4.10</i></b>	Analyze risk in nutrition and dietetics practice.

**Community Nutrition, Health Promotion and Wellness Competencies for Dietitian**

Upon completion of the supervised practice component of dietitian education of **one** of the track options below, graduates will be able to do the following:

<b>Community Nutrition, Health Promotion and Wellness Competencies (CNHPW) for Entry-Level Dietitians</b>	
<b><i>Community Nutrition, Health Promotion and Wellness Competency Number</i></b>	<b><i>Description of the Competency</i></b>
<b><i>CNHPW 1</i></b>	Integrate nutrition into health promotion activities at community health centers, private nutrition practices and/or nutrition education facilities.
<b><i>CNHPW 2</i></b>	Participate in waived point-of-care testing using glucose monitoring.
<b><i>CNHPW 3</i></b>	Gain an appreciation and understanding of food insecurity.
<b><i>CNHPW 4</i></b>	Plan a nutrition program for a specific community and select appropriate evaluation methodology.

**OR**

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

**Simmons University**  
**CRDN Curriculum Map (Required Element 5.1/5.2)**  
**Supervised Practice Rotations Aligned with Core Competencies for the RDN (DI, ISPP)**

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

Rotations	CRDN 1.1	CRDN 1.2	CRDN 1.3	CRDN 1.4	CRDN 1.5	CRDN 1.6		CRDN 2.1	CRDN 2.2	CRDN 2.3	CRDN 2.4	CRDN 2.5	CRDN 2.6	CRDN 2.7	CRDN 2.8	CRDN 2.9	CRDN 2.10	CRDN 2.11	CRDN 2.12	CRDN 2.13	CRDN 2.14	CRDN 2.15					
Clinical/Acute Care (360 hours)	x			x		x		x			x	x	x	x	x		x	x	x								
Food service (216 hours)	x		x			x		x	x	x		x		x	x		x	x	x								
Community (576 hours)	x		x	x		x		x	x	x	x		x	x	x	x	x	x	x		x						
Nutrition 452/weekly internship meetings (40 hours)	x	x		x	x	x			x	x						x			x	x	x	x					
One week professional practice rotation (40 hours)																											

Rotations	CRDN 3.1	CRDN 3.2	CRDN 3.3	CRDN 3.4	CRDN 3.5	CRDN 3.6	CRDN 3.7	CRDN 3.8	CRDN 3.9	CRDN 3.10		CRDN 4.1	CRDN 4.2	CRDN 4.3	CRDN 4.4	CRDN 4.5	CRDN 4.6	CRDN 4.7	CRDN 4.8	CRDN 4.9	CRDN 4.10						
Clinical/Acute Care (360 hours)	x	x	x	x	x	x		x		x				x	x					x	x						
Food Service (216 hours)			x				x	x	x	x		x	x	x	x	x	x	x	x		x						
Community (576 hours)	x		x	x	x	x	x	x		x			x	x	x	x	x	x	x	x							
Nutrition 452/weekly internship meetings (40 hours)		x	x				x												x	x	x						
One week professional practice rotation (40 hours)																											



**Concentration Competency Curriculum Map (Required Element 5.1)  
Supervised Practice Rotations Aligned with Program-Defined Concentration Competencies**

**Background:** The Concentration Competency Curriculum Map is used to identify the rotations in which students are being taught Program-Defined Concentration Competencies.

Community, Nutrition, Health Promotion and Wellness																						
Rotations	CNHPW 1	CNHPW 2	CNHPW 3	CNHPW 4																		
Clinical/Acute Care																						
Food Service	x																					
Community	x																					
NUTR 452/weekly internship meetings	x	x	x	x																		

# Treatment of Eating Disorders

Rotations	ED 1	ED 2	ED 3	ED 4	ED 5																		
Inpatient Eating Disorder Facility (144 hours)	x	x	x	x	x																		
Outpatient Eating Disorder Clinic, Program or Practice (144 hours)	x	x	x	x	x																		

**SIMMONS UNIVERSITY**  
**DIETETIC INTERNSHIP PROGRAM**  
**Student Performance Evaluation Instructions**

The process of periodically evaluating dietetic interns is essential for ensuring that they achieve entry-level competence by the end of their internship experience. The evaluation forms created for the Simmons University Dietetic Internship Program are based on the Accreditation Council for Education in Nutrition and Dietetics' (ACEND) 41 core competency statements developed for the supervised practice component for gaining Registered Dietitian status. Additionally, since Simmons University offers two emphasis options for the internship program, students enrolled in the program are required to meet either four additional community-oriented competencies, or five competencies for the treatment of eating disorders. In sum, there are 45-46 competencies that must be met by the Simmons University dietetic interns by the end of their 33-week experience.

A separate *Student Performance Evaluation Form* has been created for each of the three types of rotations offered by the Simmons University Dietetic Internship Program (DIP), as well as a form for the intern's "choice" week in professional practice, and the two courses associated with the internship:

1. Clinical/Acute Care Rotation
2. Food Service Rotation
3. Community Rotations
4. Professional Practice Week(s)
5. Class Days (Nutrition 451)
6. Nutrition 452

The competencies have been assigned to different rotations based on the experiences that students are expected to encounter within each of the rotations. Some competencies can only be met at one rotation while other competencies have been assigned to multiple rotations and can be met at any time. The following will describe how to properly complete the *Student Performance Evaluation Form*.

**1. Column 1: Competency Statements**

- The first column introduces the ACEND competency statements. CRDN 1.1 through CRDN 4.10 are the core competencies, CNHPW 1 through CNHPW 4 are the community-concentration competencies, and ED 1 through ED5 are the treatment of eating disorder competencies. Not all competencies will appear on each evaluation form.
- The minimum performance level for the competency is indicated by the *action verb* used at the beginning of the statement. The action verbs reflect four levels of performance beginning with introductory (1) and progressing through entry level competence (4). Ranking the competencies in this manner allows the student and preceptor to plan experiences that will gradually and logically advance the student

from an introductory level of competence (1) to entry level competence (4) by the end of their experience. As the student and preceptor formulate a list of experiences for a rotation, the competencies marked as '1' (introductory) should be met first and progress from '2' to '3' and ultimately to level 4 (entry level). Also, keep in mind that the higher level of performance assumes the ability to perform at the lower level.

**Action Verb Definition:**

1. **assist** - independent performance under supervision, or **participate** - take part in team activities;
2. **perform** - able to initiate activities without direct supervision, or **conduct** - activities performed independently;
3. **consult** - able to perform specialized functions that are discrete delegated activities intended to improve the work of others, or **supervise** - able to oversee daily operations of a unit including personnel, resource utilization, and environmental issues; or **coordinate and direct** the activities of a team or project workgroup;
4. **manage** - able to plan, organize, and direct an organization unit through actual or simulated experiences, including knowing what questions to ask.

• **Important Notes:**

- ✓ Specific competencies have been chosen for specific rotations. The competencies that begin with five stars (\*\*\*\*\*) indicate that the competency can only be met in the particular rotation and therefore must be given priority.
- ✓ Only those competencies that students have attempted to acquire at a rotation should be scored and all others left blank.
- ✓ As mentioned above, not all competencies will appear on each evaluation form. If a student meets a competency that is not listed on the evaluation form intended for the given rotation, the preceptor can sign off on the competency on any other evaluation form that lists the competency of interest.

**2. Column 2: Planned Experience**

- The second column lists planned experiences that would be appropriate for meeting the competencies listed in column one.
- The planned experiences for each competency start with introductory experiences and progress to higher levels of difficulty based on the level of expertise the competency requires for the student to acquire.
- **Note:** These experiences can be changed, but substitute experiences must adequately meet the competency described in column one. It is recommended that you use the **action verbs** mentioned above to develop planned experiences if they differ from the ones stated on the evaluation form.

**3. Column 3: Actual Activities**

- Students must summarize the actual activities they have completed to satisfy the competency listed in the first column. This section is to be completed by the student

*before* the supervisor evaluates whether or not the student has satisfied the competency during the given rotation.

- The description of the actual activities should be specific. For example, if the planned experience is to ‘*Create and evaluate one nutrition education handout intended for the target population served at a community health center*’ then the actual activity statement should be similar to the following: ‘*Developed a one-sided nutrition handout entitled ‘Are You Getting Enough Calcium?’ for the African American population at a community health center. Evaluated the effectiveness of the handout by asking five health center members to answer a short questionnaire inquiring about what they learned from the handout*’.
- Keep in mind that the planned experiences and activities are performed as a means for meeting the competencies.

#### **4. Column 4: Evaluation**

- Both the student and supervisor are required to evaluate the student. The student must complete the ‘**actual activities**’ column and score themselves prior to giving the evaluation form to their supervisor.
- The score is based on a scale of 1 to 3. The following provides descriptions of the one through three continuum:
  1. Student requires constant supervision and assistance to demonstrate skills or knowledge. Cannot meet stated criteria.
  2. Needs occasional guidance to demonstrate skills or knowledge. May seek consultation prior to completion of activity.
  3. Consistently demonstrates skills or knowledge with no guidance. Supervisor needs only to respond to student questions or requests upon completion of activity.
- A **score of two or better** indicates that the student has adequately met the entry-level competency via the planned experience.
- The supervisor is responsible for circling the ‘**met**’ or ‘**exceeds**’ statement in the ‘**Final Evaluation**’ portion of the form only when the competency has been completed in the rotation during which they were the primary supervisor. Please also have the student’s preceptor add their initials next to ‘**Evaluation**’ column for each competency met during the rotation.
  - The ‘**not met**’ column is circled when the student did not satisfactorily meet the stated competency by the end of the rotation.
  - The ‘**met**’ column is circled when the student needs occasional guidance to demonstrate skills or knowledge. May seek consultation prior to completion of activity.
  - The ‘**exceeds**’ column is circled when the student consistently demonstrates skills or knowledge with no guidance. Supervisor needs only to respond to student questions or requests upon completion of activity.
- The ‘**N.O. = not observed**’ column is checked when the supervisor has not had the opportunity to observe skills that demonstrate the student has met the competency.

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

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

Student's Name \_\_\_\_\_

Preceptor's Name and Facility Name \_\_\_\_\_

Competency	Examples of Planned Experience	Actual Activities	Evaluation
<b>CRDN 1.1:</b> Select indicators of program quality and/or customer service and measure achievement of objectives.	<ol style="list-style-type: none"> <li>Oversee the development and implementation of a survey to analyze the effectiveness of dietetics service/practice in a clinical setting.</li> <li>Based on the survey results, make recommendations for changes in the provision of nutritional care/service.</li> </ol>		<i>Student - Mid</i>
			1      2      3
			<i>Preceptor - Mid</i>
			1      2      3
			<i>Student - Final</i> Not Met   Met   Exceeds   N.O.
<b>CRDN 1.4:</b> Evaluate emerging research for application in dietetics practice.  (Each student must present a case study to the dietetic internship class, please see that class day schedule to determine when you are presenting.)	<ol style="list-style-type: none"> <li>Develop a case study on at least one patient seen in an acute care facility.</li> <li>Utilize emerging research and science-based evidence when providing treatment recommendations for this patient.</li> </ol>		<i>Student - Mid</i>
			1      2      3
			<i>Preceptor - Mid</i>
			1      2      3
			<i>Student - Final</i> Not Met   Met   Exceeds   N.O.
<b>CRDN 1.6:</b> Incorporate critical-thinking skills in overall practice.	<ol style="list-style-type: none"> <li>Prioritize diagnoses and problems when reviewing a patient's medical history and developing a plan.</li> <li>Prioritize patients based on nutrition criteria when determining order of patients seen in a typical caseload for a day.</li> </ol>		<i>Student - Mid</i>
			1      2      3
			<i>Preceptor - Mid</i>
			1      2      3
			<i>Student - Final</i> Not Met   Met   Exceeds   N.O.
<b>CRDN 2.1:</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics.	<ol style="list-style-type: none"> <li>Review the <i>Code of Ethics for the Profession of Dietetics</i> located in the student handbook.</li> <li>Demonstrate behavior consistent with <i>The Code of Ethics for the Profession of Dietetics</i>.</li> <li>Interns must complete the online</li> </ol>		<i>Student - Mid</i>
			1      2      3
			<i>Preceptor - Mid</i>
			1      2      3
			<i>Student - Final</i> Not Met   Met   Exceeds   N.O.

	HIPAA certificate training before the start of rotations.		<b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CRDN 2.4:</b> Function as a member of interprofessional teams.	1. Present and discuss nutritional recommendations for one patient during an interprofessional care plan meeting or rounds on an assigned medical unit.		<b>Student - Mid</b> 1 2 3 <b>Preceptor - Mid</b> 1 2 3 <b>Student - Final</b> Not Met Met Exceeds N.O. <b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CRDN 2.5:</b> Assign duties to NDTRs and/or support personnel as appropriate.	1. Assign diet office staff/diet aids to deliver nutrition supplements and trays to patients. 2. Assign diet office employees to monitor tray delivery to patients and food consumption.		<b>Student - Mid</b> 1 2 3 <b>Preceptor - Mid</b> 1 2 3 <b>Student - Final</b> Not Met Met Exceeds N.O. <b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CRDN 2.6:</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	1. Refer at least one patient/client to a dietetic or other health care professional within an acute care facility. 2. Refer at least one patient/client to PT, OT, SLP, social work, or psychology.		<b>Student - Mid</b> 1 2 3 <b>Preceptor - Mid</b> 1 2 3 <b>Student - Final</b> Not Met Met Exceeds N.O. <b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CRDN 2.7:</b> Apply leadership skills to achieve desired outcomes.	1. Provide staff relief for a floor or unit. 2. Lead a group training/workshop either for employees or patients promoting specific behavior change. 3. Take lead of a small community project sponsored by the hospital such as an education event, a food drive or clothing drive.		<b>Student - Mid</b> 1 2 3 <b>Preceptor - Mid</b> 1 2 3 <b>Student - Final</b> Not Met Met Exceeds N.O. <b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CRDN 2.8:</b> Demonstrate negotiation skills.	1. Demonstrate negotiation skills during interactions with patients and/or staff while respecting life experiences,		<b>Student - Mid</b> 1 2 3



	cultural diversity, and educational background.		<p><b>Preceptor - Mid</b></p> <p>1      2      3</p> <hr/> <p><b>Student - Final</b></p> <p>Not Met   Met   Exceeds   N.O.</p> <hr/> <p><b>Preceptor - Final</b></p> <p>Not Met   Met   Exceeds   N.O.</p>
<b>CRDN 2.10:</b> Demonstrate professional attributes in all areas of practice.	1. Demonstrate critical thinking, use of appropriate time management and work priorities when planning, organizing, and directing the nutritional care for all patients/clients on as assigned floor for one day. Demonstrate professional attributes when performing dietitian staff relief.		<p><b>Student - Mid</b></p> <p>1      2      3</p> <hr/> <p><b>Preceptor - Mid</b></p> <p>1      2      3</p> <hr/> <p><b>Student - Final</b></p> <p>Not Met   Met   Exceeds   N.O.</p> <hr/> <p><b>Preceptor - Final</b></p> <p>Not Met   Met   Exceeds   N.O.</p>
<b>CRDN 2.11:</b> Show cultural competence/sensitivity in interactions with clients, colleagues and staff.	1. Demonstrate appropriate cultural competence and sensitivity by acknowledging food preferences and cultural practices with a patient/client during an individualized educational session.		<p><b>Student - Mid</b></p> <p>1      2      3</p> <hr/> <p><b>Preceptor - Mid</b></p> <p>1      2      3</p> <hr/> <p><b>Student - Final</b></p> <p>Not Met   Met   Exceeds   N.O.</p> <hr/> <p><b>Preceptor - Final</b></p> <p>Not Met   Met   Exceeds   N.O.</p>
<b>CRDN 2.12:</b> Perform self-assessment and develop goals for self-improvement throughout the program.	1. Discuss personal objectives for the rotation with preceptor based on self-assessment. 2. Conduct formative and summative self-evaluation (written/oral) and participate in the completion of this evaluation form.		<p><b>Student - Mid</b></p> <p>1      2      3</p> <hr/> <p><b>Preceptor - Mid</b></p> <p>1      2      3</p> <hr/> <p><b>Student - Final</b></p> <p>Not Met   Met   Exceeds   N.O.</p> <hr/> <p><b>Preceptor - Final</b></p> <p>Not Met   Met   Exceeds   N.O.</p>
<b>CRDN 3.1:</b> Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status in a variety of settings.	1. Perform the Nutrition Care Process on at least three patients/clients with complex medical conditions including renal disease, multisystem organ failure, or trauma.		<p><b>Student - Mid</b></p> <p>1      2      3</p> <hr/> <p><b>Preceptor - Mid</b></p> <p>1      2      3</p> <hr/> <p><b>Student - Final</b></p> <p>Not Met   Met   Exceeds   N.O.</p> <hr/> <p><b>Preceptor - Final</b></p> <p>Not Met   Met   Exceeds   N.O.</p>

<b>CRDN 3.2:</b> Conduct nutrition focused physical exams.	<ol style="list-style-type: none"> <li>1. Conduct a nutrition focused physical exam on a hospital patient with suspected malnutrition, looking for physical signs of muscle/fat loss.</li> <li>2. Conduct a nutrition focused physical exam on a home care patient.</li> </ol>		<p><b>Student - Mid</b> 1      2      3</p> <hr/> <p><b>Preceptor - Mid</b> 1      2      3</p> <hr/> <p><b>Student - Final</b> Not Met   Met   Exceeds   N.O.</p> <hr/> <p><b>Preceptor - Final</b> Not Met   Met   Exceeds   N.O.</p>
<b>CRDN 3.3:</b> Demonstrate effective communication skills for clinical and customer services in a variety of formats and settings.	<ol style="list-style-type: none"> <li>1. Using the NCP, write a comprehensive note in a patient's medical record.</li> <li>2. Provide effective individualized medical nutrition therapy instruction to a patient.</li> </ol>		<p><b>Student - Mid</b> 1      2      3</p> <hr/> <p><b>Preceptor - Mid</b> 1      2      3</p> <hr/> <p><b>Student - Final</b> Not Met   Met   Exceeds   N.O.</p> <hr/> <p><b>Preceptor - Final</b> Not Met   Met   Exceeds   N.O.</p>
<b>CRDN 3.4:</b> Design, implement, and evaluate presentations to a target audience.	<ol style="list-style-type: none"> <li>1. Research and present a clinical case study to hospital staff or an audience of dietetic professionals, and evaluate the effectiveness of the presentation.</li> </ol>		<p><b>Student - Mid</b> 1      2      3</p> <hr/> <p><b>Preceptor - Mid</b> 1      2      3</p> <hr/> <p><b>Student - Final</b> Not Met   Met   Exceeds   N.O.</p> <hr/> <p><b>Preceptor - Final</b> Not Met   Met   Exceeds   N.O.</p>
<b>CRDN 3.5:</b> Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	<ol style="list-style-type: none"> <li>1. Develop nutrition education materials for a specific population, taking into account culture, age, and literacy level.</li> </ol>		<p><b>Student - Mid</b> 1      2      3</p> <hr/> <p><b>Preceptor - Mid</b> 1      2      3</p> <hr/> <p><b>Student - Final</b> Not Met   Met   Exceeds   N.O.</p> <hr/> <p><b>Preceptor - Final</b> Not Met   Met   Exceeds   N.O.</p>
<b>CRDN 3.6:</b> Use effective education and counseling skills to facilitate behavior change.	<ol style="list-style-type: none"> <li>1. Formulate medical nutrition therapy recommendations for at least three patients/clients with complex medical conditions.</li> </ol>		<p><b>Student - Mid</b> 1      2      3</p> <hr/> <p><b>Preceptor - Mid</b> 1      2      3</p> <hr/> <p><b>Student - Final</b> Not Met   Met   Exceeds   N.O.</p> <hr/> <p><b>Preceptor - Final</b> Not Met   Met   Exceeds   N.O.</p>

<p><b>CRDN 3.8:</b> Deliver respectful, science based answers to client questions concerning emerging trends.</p>	<ol style="list-style-type: none"> <li>1. Provide evidence-based answers to patient/client questions.</li> <li>2. Respond respectfully to questions from diet office staff and practitioners from other disciplines.</li> </ol>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td colspan="3"><b>Preceptor - Mid</b></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td colspan="3"><b>Student - Final</b></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="3"><b>Preceptor - Final</b></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	1	2	3	<b>Preceptor - Mid</b>			1	2	3	<b>Student - Final</b>			Not Met	Met	Exceeds	N.O.	<b>Preceptor - Final</b>			Not Met	Met	Exceeds	N.O.			
1	2	3																											
<b>Preceptor - Mid</b>																													
1	2	3																											
<b>Student - Final</b>																													
Not Met	Met	Exceeds	N.O.																										
<b>Preceptor - Final</b>																													
Not Met	Met	Exceeds	N.O.																										
<p><b>CRDN 3.10:</b> Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.</p>	<ol style="list-style-type: none"> <li>1. Screen and assess at least one patient receiving enteral and/or parenteral nutrition as their primary source of nourishment.</li> <li>2. Calculate calorie, protein, carbohydrate, fat and fluid needs of the specified patient incorporating these requirements into enteral/parenteral feeding regimes.</li> <li>3. Evaluate enteral/parenteral recommendations within 48 hours after initiated.</li> </ol>		<table border="1"> <tr> <td colspan="3"><b>Student - Mid</b></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td colspan="3"><b>Preceptor - Mid</b></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td colspan="3"><b>Student - Final</b></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="3"><b>Preceptor - Final</b></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	<b>Student - Mid</b>			1	2	3	<b>Preceptor - Mid</b>			1	2	3	<b>Student - Final</b>			Not Met	Met	Exceeds	N.O.	<b>Preceptor - Final</b>			Not Met	Met	Exceeds	N.O.
<b>Student - Mid</b>																													
1	2	3																											
<b>Preceptor - Mid</b>																													
1	2	3																											
<b>Student - Final</b>																													
Not Met	Met	Exceeds	N.O.																										
<b>Preceptor - Final</b>																													
Not Met	Met	Exceeds	N.O.																										
<p><b>CRDN 4.3:</b> Conduct clinical and customer service quality management activities.</p>	<ol style="list-style-type: none"> <li>1. Perform tray audits</li> <li>2. Participate in meal rounds</li> </ol>		<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td colspan="3"><b>Preceptor - Mid</b></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td colspan="3"><b>Student - Final</b></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="3"><b>Preceptor - Final</b></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	1	2	3	<b>Preceptor - Mid</b>			1	2	3	<b>Student - Final</b>			Not Met	Met	Exceeds	N.O.	<b>Preceptor - Final</b>			Not Met	Met	Exceeds	N.O.			
1	2	3																											
<b>Preceptor - Mid</b>																													
1	2	3																											
<b>Student - Final</b>																													
Not Met	Met	Exceeds	N.O.																										
<b>Preceptor - Final</b>																													
Not Met	Met	Exceeds	N.O.																										
<p><b>CRDN 4.4:</b> Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.</p>	<ol style="list-style-type: none"> <li>1. Use technology when creating, storing, or retrieving client education materials.</li> <li>2. Utilize computerized medical records when reviewing care plans or documenting in patient charts.</li> </ol>		<table border="1"> <tr> <td colspan="3"><b>Student - Mid</b></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td colspan="3"><b>Preceptor - Mid</b></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td colspan="3"><b>Student - Final</b></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> <tr> <td colspan="3"><b>Preceptor - Final</b></td> </tr> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	<b>Student - Mid</b>			1	2	3	<b>Preceptor - Mid</b>			1	2	3	<b>Student - Final</b>			Not Met	Met	Exceeds	N.O.	<b>Preceptor - Final</b>			Not Met	Met	Exceeds	N.O.
<b>Student - Mid</b>																													
1	2	3																											
<b>Preceptor - Mid</b>																													
1	2	3																											
<b>Student - Final</b>																													
Not Met	Met	Exceeds	N.O.																										
<b>Preceptor - Final</b>																													
Not Met	Met	Exceeds	N.O.																										
<p><b>CRDN 4.9:</b> Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.</p>	<ol style="list-style-type: none"> <li>1. Participate in the coding and billing of dietetics/nutrition services for at least one client provided with nutrition services at the facility.</li> </ol>		<table border="1"> <tr> <td colspan="3"><b>Student - Mid</b></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td colspan="3"><b>Preceptor - Mid</b></td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table>	<b>Student - Mid</b>			1	2	3	<b>Preceptor - Mid</b>			1	2	3														
<b>Student - Mid</b>																													
1	2	3																											
<b>Preceptor - Mid</b>																													
1	2	3																											

			<b><i>Student - Final</i></b> Not Met Met Exceeds N.O.
			<b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.
<b><i>CRDN 4.10:</i></b> Analyze risk in nutrition and dietetics practice.	<ol style="list-style-type: none"> <li>1. Perform a test tray audit with food temperatures.</li> <li>2. Suggest policy or procedure changes that could minimize risk to patients.</li> <li>3. Monitor a diet order progression starting from physician and ending with the medical record.</li> </ol>		<b><i>Student - Mid</i></b> 1      2      3
			<b><i>Preceptor - Mid</i></b> 1      2      3
			<b><i>Student - Final</i></b> Not Met Met Exceeds N.O.
			<b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.

**Additional Comments Regarding the Student's Performance and Abilities:**

Strengths	Weaknesses

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

**Preceptor Signature:** \_\_\_\_\_  
**Intern Signature:** \_\_\_\_\_  
(in accordance with Simmons University Honor Code)

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

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

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

Student's Name \_\_\_\_\_

Preceptor's Name and Facility Name \_\_\_\_\_

Competency	Examples of Planned Experience	Actual Activities	Evaluation
<b>CRDNI.1:</b> Select indicators of program quality and/or customer service and measure achievement of objectives.	<ol style="list-style-type: none"> <li>1. Complete plate waste assessment.</li> <li>2. Create a food satisfaction survey and interview at least five customers utilizing this tool.</li> <li>3. Summarize the results of the survey and supervise implementation of action plans to remedy the problem areas to enhance customer satisfaction.</li> </ol>		<b><i>Student - Mid</i></b>
			1      2      3
			<b><i>Preceptor - Mid</i></b>
			1      2      3
			<b><i>Student - Final</i></b>
Not Met   Met   Exceeds   N.O.			
<b><i>Preceptor - Final</i></b>			
Not Met   Met   Exceeds   N.O.			
<b>CRDNI.3:</b> Justify programs, products, services, and care using appropriate evidence or data.	<ol style="list-style-type: none"> <li>1. Discuss budget development with the food service director.</li> <li>2. Price all foods required and calculate labor costs for one week of food production.</li> </ol>		<b><i>Student - Mid</i></b>
			1      2      3
			<b><i>Preceptor - Mid</i></b>
			1      2      3
			<b><i>Student - Final</i></b>
Not Met   Met   Exceeds   N.O.			
<b><i>Preceptor - Final</i></b>			
Not Met   Met   Exceeds   N.O.			
<b>CRDNI.6:</b> Incorporate critical-thinking skills in overall practice.	<ol style="list-style-type: none"> <li>1. Review customer survey and identify an area that needs improvement. Develop a proposed plan to address and help to implement.</li> <li>2. Review employee feedback from employee council meeting and consider how to address major concern with attention on cost, HR, and employee morale.</li> <li>3. Work with management team to identify an ongoing challenge to meet customer needs (i.e. long lines). Problemsolve with front line associates and managers to improve</li> </ol>		<b><i>Student - Mid</i></b>
			1      2      3
			<b><i>Preceptor - Mid</i></b>
			1      2      3
			<b><i>Student - Final</i></b>
Not Met   Met   Exceeds   N.O.			
<b><i>Preceptor - Final</i></b>			
Not Met   Met   Exceeds   N.O.			

	in this area.								
<b>CRDN 2.1:</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics.	<ol style="list-style-type: none"> <li>1. Review the <i>Code of Ethics for the Profession of Dietetics</i> located in the student handbook.</li> <li>2. Demonstrate behavior consistent with <i>The Code of Ethics for the Profession of Dietetics</i>.</li> <li>3. Interns must complete the online HIPAA certificate training before the start of rotations.</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>	1	2	3	1	2	3
1	2	3							
1	2	3							
<b>CRDN 2.2:</b> Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures).	<ol style="list-style-type: none"> <li>1. Develop a job description for one position in the food service department.</li> <li>2. Write a policy about the dress code in the food service department.</li> <li>3. Write a news letter for the employees or clients/patients/residents highlighting important news about the food service program.</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>	1	2	3	1	2	3
1	2	3							
1	2	3							
<b>CRDN 2.3:</b> Demonstrate active participation, teamwork and contributions in group settings.	<ol style="list-style-type: none"> <li>1. Participate in one of the following and provide suggestions after attending: <ol style="list-style-type: none"> <li>A. Food service organizational meeting</li> <li>B. Menu planning meeting</li> <li>C. QA meeting discussing food/nutrition related topics</li> <li>D. Department staff meeting</li> </ol> </li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>	1	2	3	1	2	3
1	2	3							
1	2	3							
<b>CRDN 2.5:</b> Assign duties to NDTRs and/or support personnel as appropriate.	<ol style="list-style-type: none"> <li>1. Assign appropriate employee to cover positions during employee illness, holidays, vacation, and family leave.</li> <li>2. Assign employees to cover activities for special events based on employee skills and strengths.</li> <li>3. Provide training as necessary on nutrition related issues such as food safety or allergy training.</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>	1	2	3	1	2	3
1	2	3							
1	2	3							
<b>CRDN 2.7:</b> Apply leadership skills to achieve desired outcomes.	<ol style="list-style-type: none"> <li>1. Plan and supervise the service of all meals for one meal or one station in a food service facility.</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table>	1	2	3			
1	2	3							



	2. Plan and supervise the service of food/meals for a special event or program.		<p><b>Preceptor - Mid</b> 1 2 3</p> <hr/> <p><b>Student - Final</b> Not Met Met Exceeds N.O.</p> <hr/> <p><b>Preceptor - Final</b> Not Met Met Exceeds N.O.</p>
<b>CRDN 2.8:</b> Demonstrate negotiation skills. <i>(Tip: Demonstrating negotiating skills includes showing assertiveness when needed while respecting the life experiences, cultural diversity, and educational background of the other parties)</i>	<ol style="list-style-type: none"> <li>Negotiate with a vendor regarding a purchase or return.</li> <li>Negotiate with a patient/client/resident to ensure that food provided meets their needs within the limitations of the food service operation.</li> <li>Negotiate with other staff within the facility to solve a problem.</li> </ol>		<p><b>Student - Mid</b> 1 2 3</p> <hr/> <p><b>Preceptor - Mid</b> 1 2 3</p> <hr/> <p><b>Student - Final</b> Not Met Met Exceeds N.O.</p> <hr/> <p><b>Preceptor - Final</b> Not Met Met Exceeds N.O.</p>
<b>CRDN 2.10:</b> Demonstrate professional attributes within various organizational cultures.	<ol style="list-style-type: none"> <li>Demonstrate critical thinking, use of appropriate time management, and work priorities when planning, organizing, and directing the food service operation for a meal or a special program.</li> <li>Work with client with allergies and develop menu to meet needs. Share menu with culinary personnel and supervise production and service of the meal</li> </ol>		<p><b>Student - Mid</b> 1 2 3</p> <hr/> <p><b>Preceptor - Mid</b> 1 2 3</p> <hr/> <p><b>Student - Final</b> Not Met Met Exceeds N.O.</p> <hr/> <p><b>Preceptor - Final</b> Not Met Met Exceeds N.O.</p>
<b>CRDN 2.11:</b> Show cultural competence/sensitivity in interactions with clients, colleagues, and staff.	<ol style="list-style-type: none"> <li>Acknowledge culture and food traditions of staff and clients when designing menus.</li> <li>Demonstrate cultural awareness during an employee in service.</li> <li>Work with food service team to develop a special event celebrating a specific area of the world. Design menu, decorations, education and music for this event.</li> </ol>		<p><b>Student - Mid</b> 1 2 3</p> <hr/> <p><b>Preceptor - Mid</b> 1 2 3</p> <hr/> <p><b>Student - Final</b> Not Met Met Exceeds N.O.</p> <hr/> <p><b>Preceptor - Final</b> Not Met Met Exceeds N.O.</p>
<b>CRDN 2.12:</b> Perform self-assessment and develop goals for self-improvement throughout the program.	<ol style="list-style-type: none"> <li>Discuss personal objectives for the rotation with an RD or food service director based on self-assessment.</li> <li>Conduct formative and summative self-evaluation (written/oral) and participate in the completion of this evaluation form.</li> </ol>		<p><b>Student - Mid</b> 1 2 3</p> <hr/> <p><b>Preceptor - Mid</b> 1 2 3</p> <hr/> <p><b>Student - Final</b> Not Met Met Exceeds N.O.</p>

			<b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CRDN3.3:</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings. ( <i>Tip: Formats include oral, print, visual, electronic, and mass media methods for maximizing client education, employee training and marketing.</i> )	<ol style="list-style-type: none"> <li>1. Prepare, implement, and evaluate an employee in-service on an appropriate topic as determined by the dietetic intern and the food service manager.</li> <li>2. Create a marketing campaign for a new menu item, special event or promotion including website, social media, digital signage and posters and/or table tents.</li> </ol>		<b>Student - Mid</b> 1      2      3 <hr/> <b>Preceptor - Mid</b> 1      2      3 <hr/> <b>Student - Final</b> Not Met Met Exceeds N.O. <hr/> <b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CRDN3.7:</b> Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management. ( <i>Tip: Students/interns should consider health messages and interventions that integrate the consumer's desire for taste, convenience, and economy with the need for nutrition and food safety</i> )	<ol style="list-style-type: none"> <li>1. Promote "whole grains" by serving whole grain menu items and developing educational and marketing materials that promote this healthy option.</li> </ol>		<b>Student - Mid</b> 1      2      3 <hr/> <b>Preceptor - Mid</b> 1      2      3 <hr/> <b>Student - Final</b> Not Met Met Exceeds N.O. <hr/> <b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CRDN3.8:</b> Deliver respectful, science-based answers to consumer questions concerning emerging trends.	<ol style="list-style-type: none"> <li>1. Respond respectfully to customer suggestion box comments.</li> <li>2. Use science-based answers to reply to customer emails.</li> </ol>		<b>Student - Mid</b> 1      2      3 <hr/> <b>Preceptor - Mid</b> 1      2      3 <hr/> <b>Student - Final</b> Not Met Met Exceeds N.O. <hr/> <b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>****CRDN3.9:</b> Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources. ( <i>Tip: Students/interns should demonstrate and promote responsible use of resources including employees, money, time, water, energy, food, and disposable goods</i> )	<ol style="list-style-type: none"> <li>1. Oversee the procurement, distribution and service of food within a food service facility for a day.</li> <li>2. Oversee the procurement, distribution and service of food within the facility for a special program or item.</li> </ol>		<b>Student - Mid</b> 1      2      3 <hr/> <b>Preceptor - Mid</b> 1      2      3 <hr/> <b>Student - Final</b> Not Met Met Exceeds N.O. <hr/> <b>Preceptor - Final</b> Not Met Met Exceeds N.O.

<p><b>CRDN3.10:</b> Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups, and individuals.</p>	<ol style="list-style-type: none"> <li>1. Coordinate and direct menu planning meetings to ensure that the menus accommodate the largest segment of the population generally served at the food service facility.</li> <li>2. Select and modify a recipe to meet all therapeutic diets available at the food service facility.</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>	1	2	3	1	2	3
1	2	3							
1	2	3							
<p>****<b>CRDN4.1:</b> Participate in management of human resources.</p>	<ol style="list-style-type: none"> <li>1. Assist in development of a performance-based employee evaluation.</li> <li>2. Utilize the performance evaluation tool to assess two employees in a mock-type situation.</li> <li>3. Using the institution's employee evaluation assessment form, complete an evaluation on a selected employee (not actually given to the employee) to be discussed with the food service manager.</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>	1	2	3	1	2	3
1	2	3							
1	2	3							
<p>****<b>CRDN4.2:</b> Perform management functions related to safety, security, and sanitation that affect employees, customers, patients, facilities, and food.</p>	<ol style="list-style-type: none"> <li>1. Oversee and coordinate a safety and sanitation inspection by the food service staff in accordance with local health regulations.</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>	1	2	3	1	2	3
1	2	3							
1	2	3							
<p><b>CRDN4.3:</b> Conduct clinical and customer service quality management activities.</p>	<ol style="list-style-type: none"> <li>1. Develop a sensory tool to evaluate foods prior to their distribution to customers.</li> <li>2. Participate in a plate waste analysis.</li> <li>3. Conduct a customer intercept survey.</li> <li>4. Table touching – Walk around dining room asking for input on the day's meals with comment cards</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">1</td> <td style="width: 33%; text-align: center;">2</td> <td style="width: 33%; text-align: center;">3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>	1	2	3	1	2	3
1	2	3							
1	2	3							

<p><b>CRDN 4.4:</b> Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.</p>	<ol style="list-style-type: none"> <li>1. Obtain personal or manual based training in a dietary analysis program found in the food service setting or the Food Processor Nutritional Analysis Program available at Simmons University.</li> <li>2. Evaluate the nutritional value of the menus as served within a food service establishment and provide recommendations for modifications.</li> <li>3. Review the nutritional analysis of 3 menu items for accuracy. Work with manager/dietitian to correct food production system if analysis does not appear correct.</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met   Met   Exceeds   N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met   Met   Exceeds   N.O.</p> <hr/>
<p>*****<b>CRDN 4.5:</b> Analyze quality, financial, and productivity data for use in planning.</p>	<ol style="list-style-type: none"> <li>1. Calculate the budget for a planned menu during the day as a food service manager to ensure that revenues are covering costs.</li> <li>2. Obtain budget sheets to ensure that operation is within global parameters.</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met   Met   Exceeds   N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met   Met   Exceeds   N.O.</p> <hr/>
<p>*****<b>CRDN 4.6:</b> Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment. (<i>Tip: Students/interns are encouraged to promote environmentally-friendly practices, so that future generations have the water, materials, and resources to protect human health and life on the planet. Practical steps include using local ingredients; not wasting food and resources; using efficacious, non-toxic products when available; properly disposing of toxic material; reusing containers and products; recycling when possible; purchasing products with recycled content; and teaching others the value of sustainability.</i>)</p>	<ol style="list-style-type: none"> <li>1. Make written or verbal recommendations for products that could be ordered that would reduce waste.</li> <li>2. Research which products in the catalog contain greater percentages of recycled materials and create a list of those products with a price comparison to what the facility currently orders.</li> <li>3. Research sources of local ingredients with a cost comparison to what the facility currently uses.</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met   Met   Exceeds   N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met   Met   Exceeds   N.O.</p> <hr/>

<p><b>CRDN 4.7:</b> Conduct feasibility studies for products, programs, or services with consideration of the costs and benefits.</p>	<p>1. Select a product, equipment, preparation method, delivery method, or service and conduct a feasibility study. Consider costs and benefits to the organization.</p>		<p><b>Student - Mid</b> 1      2      3</p> <hr/> <p><b>Preceptor - Mid</b> 1      2      3</p> <hr/> <p><b>Student - Final</b> Not Met Met Exceeds N.O.</p> <hr/> <p><b>Preceptor - Final</b> Not Met Met Exceeds N.O.</p>
<p><b>CRDN 4.8:</b> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.</p>	<p>1. Design an initiative to increase sales or acceptability of a specific food item or meal. 2. Design and implement a themed meal event.</p>		<p><b>Student - Mid</b> 1      2      3</p> <hr/> <p><b>Preceptor - Mid</b> 1      2      3</p> <hr/> <p><b>Student - Final</b> Not Met Met Exceeds N.O.</p> <hr/> <p><b>Preceptor - Final</b> Not Met Met Exceeds N.O.</p>
<p><b>CRDN 4.10:</b> Analyze risk in nutrition and dietetics practice.</p>	<p>1. Review a specific policy or procedure and observe if it is being followed. 2. Participate in an audit. 3. Review the facility's emergency preparedness plan and identify the likelihood of risk.</p>		<p><b>Student - Mid</b> 1      2      3</p> <hr/> <p><b>Preceptor - Mid</b> 1      2      3</p> <hr/> <p><b>Student - Final</b> Not Met Met Exceeds N.O.</p> <hr/> <p><b>Preceptor - Final</b> Not Met Met Exceeds N.O.</p>
<p><b>CNHPW 1:</b> Integrate nutrition into health promotion activities at community health centers, private nutrition practices and/or nutrition education facilities.</p>	<p>1. Develop an appropriate nutrition promotion piece such as: PSA, article for an in-house newsletter, community newspaper or website, taking into account socio-cultural factors of the intended audience.</p>		<p><b>Student - Mid</b> 1      2      3</p> <hr/> <p><b>Preceptor - Mid</b> 1      2      3</p> <hr/> <p><b>Student - Final</b> Not Met Met Exceeds N.O.</p> <hr/> <p><b>Preceptor - Final</b> Not Met Met Exceeds N.O.</p>

**Additional Comments Regarding the Student's Performance and Abilities:**

<b>Strengths</b>	<b>Weaknesses</b>

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

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

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

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

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

**(in accordance with Simmons University Honor Code)**

# **Community Rotations (16 weeks total)**

## **SIMMONS UNIVERSITY DIETETIC INTERNSHIP PROGRAM Community Rotations**

### **Program Competencies and Planned Experiences**

# Community Rotations (16 weeks total)

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

Student's Name \_\_\_\_\_

Preceptor's Name and Facility Name \_\_\_\_\_

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



## Community Rotations (16 weeks total)

<p><b>CRDN1.4:</b> Evaluate emerging research for application in nutrition and dietetics practice.</p> <p>(Each student must present a case study to the dietetic internship class, please see that class day schedule to determine when you are presenting.)</p>	<ol style="list-style-type: none"> <li>1. Develop a case study on at least one patient seen at a CHC or dietetics practice.</li> <li>2. Utilize emerging research and science-based evidence when providing treatment recommendations for this patient.</li> </ol>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><b>Student - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Student - Final</b></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Final</b></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> </table>	<b>Student - Mid</b>				1	2	3		<b>Preceptor - Mid</b>				1	2	3		<b>Student - Final</b>				Not Met	Met	Exceeds	N.O.	<b>Preceptor - Final</b>				Not Met	Met	Exceeds	N.O.
<b>Student - Mid</b>																																			
1	2	3																																	
<b>Preceptor - Mid</b>																																			
1	2	3																																	
<b>Student - Final</b>																																			
Not Met	Met	Exceeds	N.O.																																
<b>Preceptor - Final</b>																																			
Not Met	Met	Exceeds	N.O.																																
<p><b>CRDN1.6:</b> Incorporate critical-thinking skills in overall practice.</p>	<ol style="list-style-type: none"> <li>1. Utilize existing nutrition assessment data when providing medical nutrition therapy to a patient at a CHC or dietetic practice.</li> <li>2. Utilize available data and tools to assess the nutritional needs of a community and plan an intervention.</li> </ol>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><b>Student - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Student - Final</b></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Final</b></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> </table>	<b>Student - Mid</b>				1	2	3		<b>Preceptor - Mid</b>				1	2	3		<b>Student - Final</b>				Not Met	Met	Exceeds	N.O.	<b>Preceptor - Final</b>				Not Met	Met	Exceeds	N.O.
<b>Student - Mid</b>																																			
1	2	3																																	
<b>Preceptor - Mid</b>																																			
1	2	3																																	
<b>Student - Final</b>																																			
Not Met	Met	Exceeds	N.O.																																
<b>Preceptor - Final</b>																																			
Not Met	Met	Exceeds	N.O.																																
<p><b>CRDN2.1:</b> Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics.</p>	<ol style="list-style-type: none"> <li>1. Review the <i>Code of Ethics for the Profession of Dietetics</i> located in the student handbook.</li> <li>2. Demonstrate behavior consistent with <i>The Code of Ethics for the Profession of Dietetics</i>.</li> <li>3. Interns must complete the online HIPAA certificate training before the start of rotations.</li> </ol>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><b>Student - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Student - Final</b></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Final</b></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> </table>	<b>Student - Mid</b>				1	2	3		<b>Preceptor - Mid</b>				1	2	3		<b>Student - Final</b>				Not Met	Met	Exceeds	N.O.	<b>Preceptor - Final</b>				Not Met	Met	Exceeds	N.O.
<b>Student - Mid</b>																																			
1	2	3																																	
<b>Preceptor - Mid</b>																																			
1	2	3																																	
<b>Student - Final</b>																																			
Not Met	Met	Exceeds	N.O.																																
<b>Preceptor - Final</b>																																			
Not Met	Met	Exceeds	N.O.																																
<p><b>CRDN2.2:</b> Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures).</p>	<ol style="list-style-type: none"> <li>1. Write an article for a health center or dietetics practice newsletter or local community newspaper.</li> <li>2. Create education materials for specific audiences.</li> <li>3. Assist with grant writing.</li> <li>4. Write a press release to promote a nutrition event.</li> </ol>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><b>Student - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Student - Final</b></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Final</b></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> </table>	<b>Student - Mid</b>				1	2	3		<b>Preceptor - Mid</b>				1	2	3		<b>Student - Final</b>				Not Met	Met	Exceeds	N.O.	<b>Preceptor - Final</b>				Not Met	Met	Exceeds	N.O.
<b>Student - Mid</b>																																			
1	2	3																																	
<b>Preceptor - Mid</b>																																			
1	2	3																																	
<b>Student - Final</b>																																			
Not Met	Met	Exceeds	N.O.																																
<b>Preceptor - Final</b>																																			
Not Met	Met	Exceeds	N.O.																																

## Community Rotations (16 weeks total)

<p><b>CRDN 2.3:</b> Demonstrate active participation, teamwork, and contributions in group settings.</p>	<ol style="list-style-type: none"> <li>1. Participate in an interdisciplinary health center staff meeting or case conference.</li> <li>2. Assist with group education sessions or workshops.</li> <li>3. Participate in nutrition program planning meetings.</li> <li>4. Attend a meeting aimed at the development of statewide or local nutrition policies.</li> </ol>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><b>Student - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td colspan="2" style="text-align: center;">3</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td colspan="2" style="text-align: center;">3</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Student - Final</b></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Final</b></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> </table>	<b>Student - Mid</b>				1	2	3		<b>Preceptor - Mid</b>				1	2	3		<b>Student - Final</b>				Not Met	Met	Exceeds	N.O.	<b>Preceptor - Final</b>				Not Met	Met	Exceeds	N.O.
<b>Student - Mid</b>																																			
1	2	3																																	
<b>Preceptor - Mid</b>																																			
1	2	3																																	
<b>Student - Final</b>																																			
Not Met	Met	Exceeds	N.O.																																
<b>Preceptor - Final</b>																																			
Not Met	Met	Exceeds	N.O.																																
<p><b>CRDN 2.4:</b> Function as a member of interprofessional teams.</p>	<ol style="list-style-type: none"> <li>1. Present and discuss nutritional recommendations for one patient at interprofessional rounds for an assigned patient.</li> <li>2. Participate in a nutrition policy or event planning meeting where other professional disciplines are present.</li> <li>3. Obtain information and resources from social services (i.e. social workers, case managers) when working with clients in the community.</li> </ol>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><b>Student - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td colspan="2" style="text-align: center;">3</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td colspan="2" style="text-align: center;">3</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Student - Final</b></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Final</b></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> </table>	<b>Student - Mid</b>				1	2	3		<b>Preceptor - Mid</b>				1	2	3		<b>Student - Final</b>				Not Met	Met	Exceeds	N.O.	<b>Preceptor - Final</b>				Not Met	Met	Exceeds	N.O.
<b>Student - Mid</b>																																			
1	2	3																																	
<b>Preceptor - Mid</b>																																			
1	2	3																																	
<b>Student - Final</b>																																			
Not Met	Met	Exceeds	N.O.																																
<b>Preceptor - Final</b>																																			
Not Met	Met	Exceeds	N.O.																																
<p><b>CRDN 2.6:</b> Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</p>	<ol style="list-style-type: none"> <li>1. Refer at least one patient/client to a dietetic or other health care professional in a community CHC.</li> <li>2. Refer at least one patient/client to PT, OT, SLP, social work, or psychology.</li> <li>3. Refer at least one patient/client to community services such as food banks/pantry, smoking cessation services, WIC, fuel assistance, etc.</li> </ol>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><b>Student - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td colspan="2" style="text-align: center;">3</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td colspan="2" style="text-align: center;">3</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Student - Final</b></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Final</b></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> </table>	<b>Student - Mid</b>				1	2	3		<b>Preceptor - Mid</b>				1	2	3		<b>Student - Final</b>				Not Met	Met	Exceeds	N.O.	<b>Preceptor - Final</b>				Not Met	Met	Exceeds	N.O.
<b>Student - Mid</b>																																			
1	2	3																																	
<b>Preceptor - Mid</b>																																			
1	2	3																																	
<b>Student - Final</b>																																			
Not Met	Met	Exceeds	N.O.																																
<b>Preceptor - Final</b>																																			
Not Met	Met	Exceeds	N.O.																																
<p><b>CRDN 2.7:</b> Apply leadership skills to achieve desired outcomes.</p>	<ol style="list-style-type: none"> <li>1. Lead a group training/workshop either for employees or patients of a CHC promoting specific behavior change.</li> <li>2. Take lead of a small community project sponsored by the health center such as a food drive or clothing drive.</li> </ol>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><b>Student - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td colspan="2" style="text-align: center;">3</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><b>Preceptor - Mid</b></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td colspan="2" style="text-align: center;">3</td> </tr> </table>	<b>Student - Mid</b>				1	2	3		<b>Preceptor - Mid</b>				1	2	3																	
<b>Student - Mid</b>																																			
1	2	3																																	
<b>Preceptor - Mid</b>																																			
1	2	3																																	

## Community Rotations (16 weeks total)

	3. Design a study to assess the effectiveness of current food and nutrition services offered, and make recommendations for improvements.		<p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>
<b>CRDN2.8:</b> Demonstrate negotiation skills.	1. Demonstrate assertiveness when making dietary recommendations to healthcare professionals from other disciplines. 2. Consider cultural diversity and socioeconomic status of clients when making dietary recommendations.		<p style="text-align: center;"><b>Student - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>
<b>CRDN2.9:</b> Participate in professional and community organizations.	1. Attend a local community meeting involving nutrition issues. 2. Initiate a project that involves local community organizations.		<p style="text-align: center;"><b>Student - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>
<b>CRDN2.10:</b> Demonstrate professional attributes in all areas of practice.	1. Demonstrate a client focus and use of appropriate time management and work priorities when initiating the activities necessary to conduct a community-based health promotion/disease prevention program to address the most common nutritional needs/risks of clients frequenting a CHC. 2. Participate in educating local government agencies and pertinent professionals on the policies and procedures for new or existing nutrition programs.		<p style="text-align: center;"><b>Student - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p>

## Community Rotations (16 weeks total)

	3. Manage a project demonstrating good ability to prioritize needs and time management.																
<b>CRDN2.11:</b> Show cultural competence/sensitivity in interactions with clients, colleagues and staff.	<ol style="list-style-type: none"> <li>1. Demonstrate appropriate cultural competence and sensitivity by acknowledging food preferences and cultural practices with a patient/client during an individualized educational session.</li> <li>2. Create culturally competent and realistic goals for a client during an individualized educational session.</li> <li>3. Identify community needs when evaluating a nutrition program or planning nutrition education for the public, paying attention to ethnic/lifestyle differences.</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	1	2	3	1	2	3	Not Met	Met	Exceeds	N.O.	Not Met	Met	Exceeds	N.O.
1	2	3															
1	2	3															
Not Met	Met	Exceeds	N.O.														
Not Met	Met	Exceeds	N.O.														
<b>CRDN2.12:</b> Perform self-assessment and develop goals for self-improvement throughout the program.	<ol style="list-style-type: none"> <li>1. Discuss personal objectives for the rotation with preceptor based on self-assessment.</li> <li>2. Conduct formative and summative self-evaluation (written/oral) and participate in the completion of this evaluation form.</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	1	2	3	1	2	3	Not Met	Met	Exceeds	N.O.	Not Met	Met	Exceeds	N.O.
1	2	3															
1	2	3															
Not Met	Met	Exceeds	N.O.														
Not Met	Met	Exceeds	N.O.														
<b>CRDN2.14:</b> Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetic profession.	<ol style="list-style-type: none"> <li>1. Participate in the activities associated with a nutrition-related bill; write testimony, and/or attend and report on a legislative hearing.</li> <li>2. Use social media to advocate for a nutrition issue based on scientific</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> </table> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <table style="width: 100%; text-align: center;"> <tr> <td>Not Met</td> <td>Met</td> <td>Exceeds</td> <td>N.O.</td> </tr> </table>	1	2	3	1	2	3	Not Met	Met	Exceeds	N.O.				
1	2	3															
1	2	3															
Not Met	Met	Exceeds	N.O.														

## Community Rotations (16 weeks total)

	evidence and/or statistics (under supervision of preceptor).		<b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.
<b><i>CRDN3.1:</i></b> Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups, and populations of differing ages and health status, in a variety of settings.	1. Perform the Nutrition Care Process on at least two clients including pregnant women, children, or other clients with unique health conditions (overweight, obesity, diabetes, cholesterol management, women's health, etc).		<b><i>Student - Mid</i></b> 1 2 3 <hr/> <b><i>Preceptor - Mid</i></b> 1 2 3 <hr/> <b><i>Student - Final</i></b> Not Met Met Exceeds N.O. <hr/> <b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.
<b><i>CRDN3.3:</i></b> Demonstrate effective communications skills for clinical and customer services in a variety of formats.	1. Develop a marketing plan for an upcoming nutrition workshop or lecture (i.e. brochures, flyers, etc.) 2. Use web-based or social media to communicate with patients/clients (under preceptor supervision) 3. Demonstrate effective communication skills when providing nutrition education to a group or individuals.		<b><i>Student - Mid</i></b> 1 2 3 <hr/> <b><i>Preceptor - Mid</i></b> 1 2 3 <hr/> <b><i>Student - Final</i></b> Not Met Met Exceeds N.O. <hr/> <b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.
<b><i>CRDN3.4:</i></b> Design, implement, and evaluate presentations to a target audience.	1. Develop, implement and evaluate an educational display, visual tool, PSA, or handout for a specified target population. 2. Design, execute and evaluate a group nutrition education session. 3. Develop, implement and evaluate a statewide public relations/prevention focused event (e.g. Food Day, etc).		<b><i>Student - Mid</i></b> 1 2 3 <hr/> <b><i>Preceptor - Mid</i></b> 1 2 3 <hr/> <b><i>Student - Final</i></b> Not Met Met Exceeds N.O. <hr/> <b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.
<b><i>CRDN3.5:</i></b> Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	1. Create, implement, and evaluate nutrition education materials in a community setting, taking into account culture, literacy level, and age of target audience.		<b><i>Student - Mid</i></b> 1 2 3 <hr/> <b><i>Preceptor - Mid</i></b> 1 2 3 <hr/> <b><i>Student - Final</i></b> Not Met Met Exceeds N.O.

## Community Rotations (16 weeks total)

			<b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.
<b>CRDN3.6:</b> Use effective education and counseling skills to facilitate behavior change.	1. Provide nutrition education to two assigned health center patients/clients to help facilitate behavior change.		<b><i>Student - Mid</i></b> 1 2 3
			<b><i>Preceptor - Mid</i></b> 1 2 3
			<b><i>Student - Final</i></b> Not Met Met Exceeds N.O.
			<b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.
<b>CRDN3.7:</b> Develop and deliver products, programs, or services that promote consumer health, wellness, and lifestyle management.	1. Develop a program (such as Food Day) that directly targets consumers. 2. Develop an employee wellness program or service. 3. Conduct nutrition-related activities associated with statewide nutrition education for health promotion and disease prevention.		<b><i>Student - Mid</i></b> 1 2 3
			<b><i>Preceptor - Mid</i></b> 1 2 3
			<b><i>Student - Final</i></b> Not Met Met Exceeds N.O.
			<b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.
<b>CRDN3.8:</b> Deliver respectful, science-based answers to client questions concerning emerging trends.	1. Provide evidence-based answers to patient questions during an individualized or group nutrition session. 2. Implement an “Ask the Dietitian” information booth in the lobby/waiting room of a CHC. Answer all consumer questions using science-based information and with consideration of emerging trends.		<b><i>Student - Mid</i></b> 1 2 3
			<b><i>Preceptor - Mid</i></b> 1 2 3
			<b><i>Student - Final</i></b> Not Met Met Exceeds N.O.
			<b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.
<b>CRDN3.10:</b> Develop and evaluate recipes, formulas, and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups, and individuals.	1. Develop and/or review menus for appropriateness based on dietary and health needs and cultural appropriateness of the population most often using nutrition services at a CHC or dietetic practice.		<b><i>Student - Mid</i></b> 1 2 3
			<b><i>Preceptor - Mid</i></b> 1 2 3

## Community Rotations (16 weeks total)

	<ol style="list-style-type: none"> <li>2. Develop and evaluate recipes to be given out to patients/clients or used during nutrition education cooking sessions.</li> <li>3. Develop and/or alter recipes to ensure that the menus accommodate the largest segment of the population being served at the program.</li> </ol>		<p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/>
<b>CRDN 4.2:</b> Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.	<ol style="list-style-type: none"> <li>1. Oversee and coordinate a safety and sanitation inspection by the food service staff in accordance with local health regulations.</li> <li>2. Plan, organize, and direct sanitation training for a nutrition programs site based on Hazard Analysis Critical Control Points Models (HACCP).</li> <li>3. Coordinate and implement nutritional training for one case manager or site manager, modifying lessons based on the manager's experience.</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/>
<b>CRDN 4.3:</b> Conduct clinical and customer service quality management activities.	<ol style="list-style-type: none"> <li>1. Choose one area of a nonprofit or state government organization's Nutrition Program to assess and evaluate. As part of the assessment and evaluation, design surveys. Summarize the outcomes and make recommendations for modifications.</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/>
<b>CRDN 4.4:</b> Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.	<ol style="list-style-type: none"> <li>1. Use technology when analyzing recipes used at a congregate meal site or other feeding program.</li> <li>2. Use current technology when completing an assigned project at a nonprofit or state government nutrition program.</li> <li>3. Utilize computer systems to review and/or input pertinent nutritional data</li> </ol>		<p style="text-align: center;"><b>Student - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Preceptor - Mid</b></p> <p style="text-align: center;">1      2      3</p> <hr/> <p style="text-align: center;"><b>Student - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/> <p style="text-align: center;"><b>Preceptor - Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/>

## Community Rotations (16 weeks total)

	<p>into the medical records (if available) of at least two patients/clients.</p> <ol style="list-style-type: none"> <li>Review the sources of data and tools available to survey/monitor the nutritional needs of communities.</li> <li>Collect data using those tools, and use it to evaluate and develop nutrition policies.</li> </ol>																																		
<p><b>CRDN 4.5:</b> Analyze quality, financial, and productivity data for use in planning.</p>	<ol style="list-style-type: none"> <li>Calculate the budget for one day of planned meals at a congregate meal site. Analyze this in relation to quality, financial data, and productivity data and give suggestions for improvement.</li> </ol>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><i>Student - Mid</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Preceptor - Mid</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Student - Final</i></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Preceptor - Final</i></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> </table>	<i>Student - Mid</i>				1	2	3		<i>Preceptor - Mid</i>				1	2	3		<i>Student - Final</i>				Not Met	Met	Exceeds	N.O.	<i>Preceptor - Final</i>				Not Met	Met	Exceeds	N.O.
<i>Student - Mid</i>																																			
1	2	3																																	
<i>Preceptor - Mid</i>																																			
1	2	3																																	
<i>Student - Final</i>																																			
Not Met	Met	Exceeds	N.O.																																
<i>Preceptor - Final</i>																																			
Not Met	Met	Exceeds	N.O.																																
<p><b>****CRDN 4.6:</b> Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment. (<i>Tip: Students/interns are encouraged to promote environmentally-friendly practices, so that future generations have the water, materials, and resources to protect human health and life on the planet. Practical steps include using local ingredients; not wasting food and resources; using efficacious, non-toxic products when available; properly disposing of toxic material; reusing containers and products; recycling when possible; purchasing products with recycled content; and teaching others the value of sustainability.</i>)</p>	<ol style="list-style-type: none"> <li>Make written or verbal recommendations for products that could be ordered that would reduce waste.</li> <li>Research which products in the catalog contain greater percentages of recycled materials and create a list of those products with a price comparison to what the facility currently orders.</li> <li>Research sources of local ingredients with a cost comparison to what the facility currently uses.</li> </ol>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><i>Student - Mid</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Preceptor - Mid</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Student - Final</i></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Preceptor - Final</i></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> </table>	<i>Student - Mid</i>				1	2	3		<i>Preceptor - Mid</i>				1	2	3		<i>Student - Final</i>				Not Met	Met	Exceeds	N.O.	<i>Preceptor - Final</i>				Not Met	Met	Exceeds	N.O.
<i>Student - Mid</i>																																			
1	2	3																																	
<i>Preceptor - Mid</i>																																			
1	2	3																																	
<i>Student - Final</i>																																			
Not Met	Met	Exceeds	N.O.																																
<i>Preceptor - Final</i>																																			
Not Met	Met	Exceeds	N.O.																																



## Community Rotations (16 weeks total)

<p><b>CRDN 4.7:</b> Conduct feasibility studies for products, programs, or services with consideration of the costs and benefits.</p>	<ol style="list-style-type: none"> <li>1. Select a product, equipment, preparation method, delivery method, or service and conduct a feasibility study. Consider costs and benefits to the organization.</li> <li>2. Determine if a new DPH program could be successful based on population interest and cost of the program.</li> </ol>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><i>Student - Mid</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Preceptor - Mid</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Student - Final</i></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Preceptor - Final</i></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> </table>	<i>Student - Mid</i>				1	2	3		<i>Preceptor - Mid</i>				1	2	3		<i>Student - Final</i>				Not Met	Met	Exceeds	N.O.	<i>Preceptor - Final</i>				Not Met	Met	Exceeds	N.O.
<i>Student - Mid</i>																																			
1	2	3																																	
<i>Preceptor - Mid</i>																																			
1	2	3																																	
<i>Student - Final</i>																																			
Not Met	Met	Exceeds	N.O.																																
<i>Preceptor - Final</i>																																			
Not Met	Met	Exceeds	N.O.																																
<p><b>CRDN 4.8:</b> Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.</p>	<ol style="list-style-type: none"> <li>1. Design a nutrition program that could be implemented at a CHC, government, or nonprofit organization. Develop a budget, estimate staffing needs, and propose necessary equipment and supplies.</li> </ol>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><i>Student - Mid</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Preceptor - Mid</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Student - Final</i></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Preceptor - Final</i></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> </table>	<i>Student - Mid</i>				1	2	3		<i>Preceptor - Mid</i>				1	2	3		<i>Student - Final</i>				Not Met	Met	Exceeds	N.O.	<i>Preceptor - Final</i>				Not Met	Met	Exceeds	N.O.
<i>Student - Mid</i>																																			
1	2	3																																	
<i>Preceptor - Mid</i>																																			
1	2	3																																	
<i>Student - Final</i>																																			
Not Met	Met	Exceeds	N.O.																																
<i>Preceptor - Final</i>																																			
Not Met	Met	Exceeds	N.O.																																
<p><b>CRDN 4.9:</b> Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.</p>	<ol style="list-style-type: none"> <li>1. Participate in the coding and billing of dietetics/nutrition services for at least one client seen in the nutrition department of a CHC or dietetics practice.</li> <li>2. Research the nutrition benefits for various health insurance plans and determine which of these plans are accepted by a CHC or dietetic practice.</li> </ol>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><i>Student - Mid</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Preceptor - Mid</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Student - Final</i></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Preceptor - Final</i></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> </table>	<i>Student - Mid</i>				1	2	3		<i>Preceptor - Mid</i>				1	2	3		<i>Student - Final</i>				Not Met	Met	Exceeds	N.O.	<i>Preceptor - Final</i>				Not Met	Met	Exceeds	N.O.
<i>Student - Mid</i>																																			
1	2	3																																	
<i>Preceptor - Mid</i>																																			
1	2	3																																	
<i>Student - Final</i>																																			
Not Met	Met	Exceeds	N.O.																																
<i>Preceptor - Final</i>																																			
Not Met	Met	Exceeds	N.O.																																
<p><b>CNHPW 1:</b> Integrate nutrition into health promotion activities at community health centers, private nutrition practices and/or nutrition education facilities.</p>	<ol style="list-style-type: none"> <li>1. Develop an appropriate nutrition promotion piece such as: PSA, article for an in-house newsletter, community newspaper or website, taking into account socio-cultural factors of the intended audience.</li> </ol>		<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;"><i>Student - Mid</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Preceptor - Mid</i></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td></td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Student - Final</i></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> <tr> <td colspan="4" style="border-top: 1px solid black; text-align: center;"><i>Preceptor - Final</i></td> </tr> <tr> <td style="text-align: center;">Not Met</td> <td style="text-align: center;">Met</td> <td style="text-align: center;">Exceeds</td> <td style="text-align: center;">N.O.</td> </tr> </table>	<i>Student - Mid</i>				1	2	3		<i>Preceptor - Mid</i>				1	2	3		<i>Student - Final</i>				Not Met	Met	Exceeds	N.O.	<i>Preceptor - Final</i>				Not Met	Met	Exceeds	N.O.
<i>Student - Mid</i>																																			
1	2	3																																	
<i>Preceptor - Mid</i>																																			
1	2	3																																	
<i>Student - Final</i>																																			
Not Met	Met	Exceeds	N.O.																																
<i>Preceptor - Final</i>																																			
Not Met	Met	Exceeds	N.O.																																

# Community Rotations (16 weeks total)

## Additional Comments Regarding the Student's Performance and Abilities:

Strengths	Weaknesses

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

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

Date:

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

Date:

(in accordance with Simmons University Honor Code)

**Simmons University Dietetic Internship Program  
Nutrition 451 A & B: Dietetic Internship Class  
Program Competencies, Planned Experiences and Evaluation**

**Student's  
Name** \_\_\_\_\_

**Faculty  
Name** \_\_\_\_\_

Competency	Planned Experience	Actual Activities (to be completed by the intern)	Evaluation  For graded assignments B=met, A=Exceeds
<p>*****<b>CRDN 1.2:</b> 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 nutrition care process and model and other areas of dietetic practice.</p>	<ol style="list-style-type: none"> <li>1. Case Study Presentation linked to professional practice guidelines, fall</li> <li>2. Case study presentation of actual patient/client, spring</li> </ol>		<p style="text-align: center;"><b>Preceptor – Final</b></p> <p style="text-align: center;">Not Met Met Exceeds N.O.</p> <hr/>

\*\*\*\*\*=These competencies take priority as they have the best chance of being met in this rotation.

<p><b>CRDN 1.4:</b> Evaluate emerging research for application in dietetics practice.</p>	<ol style="list-style-type: none"> <li>1. Case Study Presentation linked to professional practice guidelines, fall</li> <li>2. Case study presentation of actual patient/client, spring</li> <li>3. Business Plan</li> </ol>		<p style="text-align: center;"><b>Preceptor – Final</b></p> <hr/> <p style="text-align: center;"><i>Not Met Met Exceeds N.O.</i></p>
<p><b>CRDN 1.6:</b> Incorporate critical thinking skills in overall practice.</p>	<ol style="list-style-type: none"> <li>1. Prioritize diagnoses on a patient in a case study presentation</li> </ol>		<p style="text-align: center;"><b>Preceptor – Final</b></p> <hr/> <p style="text-align: center;"><i>Not Met Met Exceeds N.O.</i></p>
<p><b>CRDN 2.9:</b> Participate in professional and community organizations.</p>	<ol style="list-style-type: none"> <li>1. Attend/present at FNCE</li> <li>2. Attend/present at ANCE</li> <li>3. Attend a professional meeting of a society such as APHA/MPHA</li> <li>4. Attend Day on the Hill sponsored by MAND</li> </ol>		<p style="text-align: center;"><b>Preceptor – Final</b></p> <hr/> <p style="text-align: center;"><i>Not Met Met Exceeds N.O.</i></p>
<p><b>CRDN 2.13:</b> Prepare a plan for professional development according to Commission on Dietetic Registration Guidelines.</p>	<ol style="list-style-type: none"> <li>1. Review day, CDR portfolio development session</li> </ol>		<p style="text-align: center;"><b>Preceptor – Final</b></p> <hr/> <p style="text-align: center;"><i>Not Met Met Exceeds N.O.</i></p>
<p><b>CRDN 2.14:</b> Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.</p>	<ol style="list-style-type: none"> <li>1. Write a letter to legislator supporting or opposing a health or wellness bill</li> <li>2. Attend a public policy hearing and write up a summary of the event</li> <li>3. Attend MAND’s Day on the Hill and write up a summary of the event</li> </ol>		<p style="text-align: center;"><b>Preceptor – Final</b></p> <hr/> <p style="text-align: center;"><i>Not Met Met Exceeds N.O.</i></p>

<p><b>CRDN 2.15:</b> Practice and/or role play mentoring and precepting others.</p>	<p>1. Present case study to undergraduate students in a DPD program, followed by Q &amp; A on the internship experience.</p>		<p><b>Preceptor – Final</b></p> <p><i>Not Met Met Exceeds N.O.</i></p>
<p><b>CRDN 3.2:</b> Conduct nutrition focused physical exams.</p>	<p>1. Practice conducting a nutrition focused physical exam on other students following a presentation on the topic.</p>		<p><b>Preceptor – Final</b></p> <p><i>Not Met Met Exceeds N.O.</i></p>
<p><b>CRDN 3.3:</b> Demonstrate effective communications skills for clinical and customer services in a variety of formats and settings.</p>	<p>1. Demonstrate effective communication skills when presenting business plan or case study.</p>		<p><b>Preceptor – Final</b></p> <p><i>Not Met Met Exceeds N.O.</i></p>
<p><b>*****CRDN 4.8:</b> Develop a plan to provide or develop a product, program, or service that includes budget, staffing needs, equipment, and supplies.</p>	<p>1. Business Plan</p>		<p><b>Preceptor – Final</b></p> <p><u>Not Met Met Exceeds N.O.</u></p>
<p><b>CRDN 4.9:</b> Explain the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.</p>	<p>1. Complete coding and billing activity at the Simmons University Joint Class Day on Entrepreneurship.</p>		<p><b>Preceptor – Final</b></p> <p><i>Not Met Met Exceeds N.O.</i></p>

<b>CNHPW 2:</b> Participate in waived point of care testing using glucose monitoring.	1. In class glucometer training.		<b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CNHPW 3:</b> Gain an appreciation and understanding of food insecurity.	1. Pre-internship food security summer assignment.		<b>Preceptor - Final</b> Not Met Met Exceeds N.O.

**Instructor Signature:** \_\_\_\_\_

**Date:**

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

**Date:**

(in accordance with the Simmons University Honor Code)

**Simmons University Dietetic Internship Program**  
**Fall Semester Nutrition 452: Program Planning, Implementation, and Evaluation**  
**Program Competencies, Planned Experiences and Evaluation**

Student's Name \_\_\_\_\_ Faculty Name \_\_\_\_\_

Site Partner/Project Title: \_\_\_\_\_

Grant applied for: \_\_\_\_\_

Competency	Planned Experience	Actual Activities (to be completed by the intern)	Evaluation For graded assignments B=met, A=Exceeds
<i>CRDNI.1:</i> Select indicators of program quality and/or customer service and measure achievement of objectives.	1. Grant Evaluation Plan		<b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.
<i>CRDNI.4:</i> Evaluate emerging research for application in dietetics practice.	1. Grant Literature Review		<b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.
<i>CRDNI.5:</i> Conduct projects using appropriate research methods, ethical procedures and data analysis	1. Grant Evaluation Plan 2. Grant Needs Assessment		<b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.
<i>CRDN2.2:</i> Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures).	1. Final Team Grant Proposal 2. Individual Kids Eat Right Grant Proposal		<b><i>Student - Mid</i></b>
			1      2      3
			<b><i>Preceptor - Mid</i></b>
			1      2      3
			<b><i>Student - Final</i></b>
Not Met Met Exceeds N.O.			
<b><i>Preceptor - Final</i></b>			
Not Met Met Exceeds N.O.			

<b>CRDN 2.3:</b> Demonstrate active participation, teamwork and contributions in group settings.	1. Team module		<b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CRDN 2.9:</b> Participate in professional and community organizations.	1. Community partner organization for grant project		<b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CRDN 2.12:</b> Perform self-assessment and develop goals for self-improvement throughout the program.	1. Midpoint team check in and Final reflection assignment for team module		<b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CRDN 3.7:</b> Develop and deliver products, programs or service that promotes consumer health, wellness and lifestyle management.	1. Grant program plan/scope of work document		<b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CRDN 4.7:</b> Conduct feasibility studies for products, programs or services with consideration of costs and benefits.	1. Grant needs assessment, budget for program plan		<b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>****CRDN 4.8:</b> Develop a plan to provide or develop a product, program, or service that includes budget, staffing needs, equipment, and supplies.	1. Grant Program Plan and Budget		<b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CNHPW 1:</b> Integrate nutrition into health promotion activities at community health centers, private nutrition practices and/or nutrition education facilities.	1. Grant Program Plan		<b>Preceptor - Final</b> Not Met Met Exceeds N.O.
<b>CNHPW 4:</b> Plan a nutrition program for a specific community and select appropriate evaluation methodology.	1. Grant Program Plan and Evaluation Plan		<b>Preceptor - Final</b> Not Met Met Exceeds N.O.

**Instructor Signature:** \_\_\_\_\_

**Date:**

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

**Date:**

(in accordance with the Simmons University Honor Code)



**Simmons University Dietetic Internship Program  
Program Competencies, Planned Experiences and Evaluation  
Professional Practice Rotation**

Student's Name \_\_\_\_\_

Preceptor's Name and Facility Name \_\_\_\_\_

<b>Competency</b>	<b>Examples of Planned Experience</b>	<b>Actual Activities</b>	<b>Evaluation*</b>
<i>CNHPWI</i> : Interns will integrate nutrition into health promotion and wellness activities at community health centers, private nutrition practices and/or nutrition education facilities .	<ol style="list-style-type: none"> <li>1. Based on student's interests, they can arrange additional experiences during this week.</li> <li>2. Interns will plan their own goals and objectives to meet.</li> </ol>		<p><b><i>Student - Final</i></b> Not Met Met Exceeds N.O.</p> <hr/> <p><b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.</p>
<i>CRDN2.11</i> : Show cultural competence/sensitivity in interactions with clients, colleagues and staff.	<ol style="list-style-type: none"> <li>1. Demonstrate appropriate cultural competence and sensitivity by acknowledging food preferences and cultural practices with a patient/client during an individualized educational session.</li> <li>2. Create culturally competent and realistic goals for a client during an individualized educational session.</li> <li>3. Identify community needs when evaluating a nutrition program or planning nutrition education for the public, paying attention to ethnic/lifestyle differences.</li> </ol>		<p><b><i>Student - Final</i></b> Not Met Met Exceeds N.O.</p> <hr/> <p><b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.</p>
<i>CRDN3.3</i> : Demonstrate effective communications skills for clinical and customer services in a variety of formats.	<ol style="list-style-type: none"> <li>1. Develop a marketing plan for an upcoming nutrition works hop or lecture (i.e. brochures, flyers, etc.)</li> <li>2. Use web-based or social media to</li> </ol>		<p><b><i>Student - Final</i></b> Not Met Met Exceeds N.O.</p> <hr/> <p><b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.</p>

	<p>communicate with patients/clients (under preceptor supervision)</p> <p>3. Demonstrate effective communication skills when providing nutrition education to a group or individuals.</p>		
<b>CRDN3.4:</b> Design, implement, and evaluate presentations to a target audience.	<p>Develop, implement and evaluate an educational display, visual tool, PSA, or handout for a specified target population.</p> <p>Design, execute and evaluate a group nutrition education session.</p> <p>Develop, implement and evaluate a statewide public relations/prevention focused event (e.g. Food Day, etc).</p>		<p><b><i>Student - Final</i></b> Not Met Met Exceeds N.O.</p> <hr/> <p><b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.</p>
<b>CRDN3.5:</b> Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	<p>Create, implement, and evaluate nutrition education materials in a community setting, taking into account culture, literacy level, and age of target audience.</p>		<p><b><i>Student - Final</i></b> Not Met Met Exceeds N.O.</p> <hr/> <p><b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.</p>
<b>CRDN3.6:</b> Use effective education and counseling skills to facilitate behavior change.	<p>Provide nutrition education to two assigned health center patients/clients to help facilitate behavior change.</p>		<p><b><i>Student - Final</i></b> Not Met Met Exceeds N.O.</p> <hr/> <p><b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.</p>
			<p><b><i>Student - Final</i></b> Not Met Met Exceeds N.O.</p> <hr/> <p><b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.</p>
			<p><b><i>Student - Final</i></b> Not Met Met Exceeds N.O.</p> <hr/> <p><b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.</p>
			<p><b><i>Student - Final</i></b> Not Met Met Exceeds N.O.</p> <hr/> <p><b><i>Preceptor - Final</i></b> Not Met Met Exceeds N.O.</p>

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

**Additional Comments Regarding the Student's Performance and Abilities :**

Strengths	Weaknesses

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

**Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_**  
**Intern Signature: \_\_\_\_\_ Date: \_\_\_\_\_**

**(in accordance with Simmons University Honor Code**

**Other Dietetic Internship Evaluation Forms:**  
Student Evaluation of Internship Rotation  
Student Evaluation of Joint Class Day

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

**Purpose**

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

**Instructions**

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

Student's Name (please print) and Signature

Preceptor's Name (please print) and Signature

Name of the Affiliating Site

Dates of Education Experience

<b>Student Evaluation of Their Supervised Practice Experiences</b>
<p><b>1. Initial Orientation to the Rotation/Facility</b></p> <p><input type="radio"/> Were you provided with an orientation to the facility, staff and other important resources? Yes_____ No_____</p> <p><b>Comments:</b></p>
<p><input type="radio"/> During orientation, did you and your preceptor(s) develop a general plan for your rotation? Yes_____ No_____</p> <p><b>Comments:</b></p>
<p><input type="radio"/> After the orientation, did you, as well as your instructors, have a clear understanding as to what was expected of you? Yes_____ No_____</p> <p><b>Comments:</b></p>
<p><input type="radio"/> Do you have any suggestions for improving your orientation experience to better prepare you for the rotation?</p>

**2. Preceptor Assessment**

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

**3. Other Staffing Experiences**

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

Yes\_\_\_\_\_ No\_\_\_\_\_

**Comments:**

- How would you describe your experience with these individuals?

**4. Supervision and Support Assessment**

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

Yes\_\_\_\_\_ No\_\_\_\_\_

**Comments:**

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

Yes \_\_\_\_\_ No \_\_\_\_\_

**Comments:**

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

**Comments:**

**5. Evaluation Sheets and Competency Assessment**

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

**Comments:**



○ Did you and your preceptor meet mid-way through your experience to evaluate your progress and make new goals for the remaining time at the rotation?

Yes \_\_\_\_\_ No \_\_\_\_\_

*Comments:*

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

***6. Student Experience Assessment***

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

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

○ How would you describe your workload during this rotation?

\_\_\_\_\_ Too much      \_\_\_\_\_ Too little      \_\_\_\_\_ Just right

**7. Rotation Strengths**

○ Please list the strengths of this rotation.

**8. Rotation Weaknesses**

○ Please list the weaknesses of this rotation.

**9. Assessment of Your Overall Experience**

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

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

**SIMMONS UNIVERSITY**  
**DIETETIC INTERNSHIP PROGRAM**  
**Joint Class Day Evaluation Form**  
**Simmons University**  
**Joint Dietetic Internship Class Day Evaluation Form**

For each of the Boston area dietetic internship class days, Simmons dietetic interns will be required to complete this evaluation form. The results from this evaluation form will be used in class day evaluation and class day agenda revision. Comments regarding course content and expectations are encouraged. Please place an 'X' in the column that you feel is most applicable to the particular comment or topic at hand.

**Student's Name** \_\_\_\_\_

**Class Day Title** \_\_\_\_\_

**Date of the Class Day (day/month/year)** \_\_\_\_\_

**Location of the Class Day** \_\_\_\_\_

**Class Day Course:**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Not Applicable</b>
1. The objectives of the class day were presented and reflected the content.						
2. The content challenged my critical thinking skills.						
3. The content advanced knowledge and skills expected in the professional role.						
4. The assignments or case studies facilitated my synthesis and integration of class day materials.						
5. The class day promoted the integration of my previous knowledge with class day content.						
6. The class day materials (agenda, handouts, etc.) were helpful.						
7. The class day was well organized.						

**Comments:**

**Simmons University**  
**Joint Dietetic Internship Class Day Evaluation Form**

**Instructor/Speaker #1:**

Name of Instructor/Speaker:	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Not Applicable
1. presented content that reflected the stated objectives for the course.						
2. created a climate for learning.						
3. was responsive to my needs as a learner.						
4. was knowledgeable about the content area.						
5. communicated content clearly.						
6. stimulated interest in the content.						
7. presented content in an organized fashion.						
8. responded effectively to my questions and concerns.						
9. encouraged participant discussion of content when appropriate.						
10. overall, was an effective instructor/speaker.						
<b>Comments:</b>						

**Instructor/Speaker # 2:**

Name of Instructor/Speaker:	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Not Applicable
1. presented content that reflected the stated objectives for the course.						
2. created a climate for learning.						
3. was responsive to my needs as a learner.						
4. was knowledgeable about the content area.						
5. communicated content clearly.						
6. stimulated interest in the content.						
7. presented content in an organized fashion.						
8. responded effectively to my questions and concerns.						
9. encouraged participant discussion of content when appropriate.						
10. overall, was an effective instructor/speaker.						
<b>Comments:</b>						

### Instructor/Speaker #3:

Name of Instructor/Speaker:	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Not Applicable
1. presented content that reflected the stated objectives for the course.						
2. created a climate for learning.						
3. was responsive to my needs as a learner.						
4. was knowledgeable about the content area.						
5. communicated content clearly.						
6. stimulated interest in the content.						
7. presented content in an organized fashion.						
8. responded effectively to my questions and concerns.						
9. encouraged participant discussion of content when appropriate.						
10. overall, was an effective instructor/speaker.						
<b>Comments:</b>						

### Instructor/Speaker # 4:

Name of Instructor/Speaker:	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Not Applicable
1. presented content that reflected the stated objectives for the course.						
2. created a climate for learning.						
3. was responsive to my needs as a learner.						
4. was knowledgeable about the content area.						
5. communicated content clearly.						
6. stimulated interest in the content.						
7. presented content in an organized fashion.						
8. responded effectively to my questions and concerns.						
9. encouraged participant discussion of content when appropriate.						
10. overall, was an effective instructor/speaker.						
<b>Comments:</b>						

## Appendix A: Prior Learning Policy



**DEPARTMENT OF NUTRITION**  
SCHOOL OF NURSING AND HEALTH SCIENCES  
SIMMONS UNIVERSITY  
300 THE FENWAY  
BOSTON, MA 02115

TELEPHONE – 617-521-2718  
FACSIMILE – 617-521-3002

### **Simmons University Dietetic Internship Waivers for Prior Learning**

Simmons University recognizes that sometimes learning takes place outside the classroom. Professional work experience, military training, and community service are all examples of events that may have resulted in mastery of some of the competencies as required by ACEND. The Simmons Dietetic Internship Program policy allows dietetic interns to apply for a waiver for prior learning, which can be used to meet specific competencies and can be applied toward supervised practice hours during the internship.

#### **Policy:**

- Waivers will only be considered toward food service and/or community rotations, **not clinical**. Up to 5 weeks (for foodservice) and up to 8 weeks (for community) can be granted for a prior learning experience. The waiver hours will be applied toward the total 1200 required hours of supervised practice.
- Applicants must have completed a Bachelor's degree as a minimum prior to the actual experience that the intern is claiming for prior learning credit. The experience may not have been completed as part of an academic program such as a DPD certificate or master's program.
- Hours counted as prior learning need to be completed post-baccalaureate and before the dietetic internship begins. All hours and experiences considered must be completed prior to the first day of NUTR 451A.
- The recency of prior learning will need to be evaluated, and will be considered as one of several factors when determining if prior learning credit will be granted.
- Interns will complete an application for Prior Learning after being accepted into the program, but prior to rotation scheduling (see procedure below).
- After reviewing the application, the Program Director with input from the Assistant director (and others with expertise such as a program preceptor in the area reviewed if necessary), will determine which ACEND competencies will be considered "met", and/or how many hours of reduced supervised practice will be granted.
- Interns are still required to pay all tuition and fees required by the program.
- Graduation dates will not change regardless of the reduction of supervised hours from prior learning.

- Interns must still complete all required graduate courses associated with the program and the concentration track.

**Procedure:**

- After being accepted into the program, interns must notify the Program Director and Assistant Program Director of the intention to submit an application.
- The program director will provide the intern with Table 1: Prior Learning Activities and Hours. The intern will fill in the appropriate information which allows the Program director to assess the hours and competencies that will be granted.
- Interns should include copies of job descriptions or samples of work that demonstrate the skill achieved. This should be submitted to support the information in Table 1.
- Documentation to support the application must include a letter from the supervisor to verify the experience. The letter should include a description of the activities performed, as well as an estimate of the number of hours spent on competency-related activities.
- Applications are due to the Program Director by June 1.
- The Program Director reviews the application and will accept or reject the applicant's experience for the supervised practice hours. The applicant will be notified of the results by July 1.
- Interns can appeal decisions by requesting a review by the Simmons University Dietetic Internship Advisory Board.

**Planned experiences in the summer immediately prior to internship:**

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

**Specific projects:**



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

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

Anticipated Start Date: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

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

<b>2017 Standards – Domain 1</b>	<b>Activity completed to achieve learning objectives/competency</b>	<b>Date(s) and Location(s)</b>	<b>Hours Spent</b>
CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives			
CRDN 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			
CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data			
CRDN 1.4 Evaluate emerging research for application in dietetics practice			
CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures and statistical analysis			
CRDN 1.6 Incorporate critical-thinking skills in overall practice			

2017 Standards – Domain 2	Activity completed to achieve learning objectives/competency	Date(s) and Location(s)	Hours Spent
CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice and Code of Ethics for the Profession of Dietetics			
CRDN 2.2 Demonstrate professional writing skills in preparing professional communications			
CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.			
CRDN 2.4 Function as a member of interprofessional teams.			
CRDN 2.5 Assign duties to NDTRs and/or support personnel as appropriate.			
CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.			
CRDN 2.7 Apply leadership skills to achieve desired outcomes			
CRDN 2.8 Demonstrate negotiation skills.			
CRDN 2.9 Participate in professional and community organizations			
CRDN 2.10 Demonstrate professional attributes in all areas of practice.			
CRDN 2.11 Show cultural competence/sensitivity in interactions with clients, colleagues and staff.			
CRDN 2.12 Perform self-assessment and develop goals for self-improvement throughout the program.			
CRDN 2.13 Prepare a plan for professional development			

according to Commission on Dietetic Registration guidelines.			
CRDN 2.14 Demonstrate advocacy on local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.			
CRDN 2.15 Practice and/or role play mentoring and precepting others.			
<b>2017 Standards –Domain 3</b>	<b>Activity completed to achieve learning objectives/competency</b>	<b>Date(s) and Location(s)</b>	<b>Hours Spent</b>
CRDN 3.1 Perform the Nutrition Care Process and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings.			
CRDN 3.2 Conduct nutrition focused physical exams.			
CRDN 3.3 Demonstrate effective communication skills for clinical and customer services in a variety of formats and settings.			
CRDN 3.4 Design, implement and evaluate presentations to a target audience.			
CRDN 3.5 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.			
CRDN 3.6 Use effective education and counseling skills to facilitate behavior change.			

CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.			
CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends.			
CRDN 3.9 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.			
CRDN 3.10 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.			

2017 Standards – Domain 4	Activity completed to achieve learning objectives/competency	Date(s) and Location(s)	Hours Spent
CRDN 4.1 Participate in management of human resources			
CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food			
CRDN 4.3 Conduct clinical and customer service quality management activities.			
CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data.			
CRDN 4.5 Analyze quality, financial and productivity data for use in planning.			
CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability reduce waste and protect the environment.			
CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of cost and benefits.			
CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.			
CRDN 4.9 Explain the process for coding and billing for nutrition and dietetics services to			

obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.			
CRDN 4.10 Analyze risk in nutrition and dietetics practice.			