



Georgia Department of Public Health WIC Dietetic Internship Program
Acute Care Clinical Rotation Curriculum

Georgia Department of Public
Health

Acute Care Rotation Curriculum

WIC Dietetic Internship Program



Georgia Department of Public Health WIC Dietetic Internship Program Acute Care Clinical Rotation Curriculum

Table of Contents

| | |
|---|----|
| Planned Activity: Conduct clinical quality improvement and outcomes study | 1 |
| Planned Activity: Perform Nutrition Care Process..... | 3 |
| Planned Activity: Interdisciplinary Care | 4 |
| Planned Activity: Educational Material Development/Adaptation/Review | 6 |
| Planned Activity: Clinical Evidence Analysis..... | 7 |
| Planned Activity: Clinical Case Study | 9 |
| Planned Activity: Leadership and Management Staff Relief | 12 |
| Staff Relief Evaluation | 14 |
| Professional Behaviors Evaluation | 15 |
| Acute Care Clinical Rotation Final Evaluation | 16 |



Georgia Department of Public Health WIC Dietetic Internship Program Acute Care Clinical Rotation Curriculum

Planned Activity: Conduct clinical quality improvement and outcomes study

Competencies: CRD 1.1, CRD 1.3, CRD 1.5, CRD 2.2, CRD 2.5, CRD 2.8, CRD 2.11, CRD 4.4, CRD 4.5, CRD 4.6

Resources:

1. <http://www.med.unc.edu/cce/files/education-training/QI%20methods.pdf>
2. <http://www.jointcommission.org/>

Learning Objective:

1. The intern will be able to conduct quality monitoring activities, analyze results and make recommendations for improvement.

Intern Directions:

1. Meet with preceptor to plan the activity. Discuss the role of nutrition in the Joint Commission Core Team and the nutrition department performance indicators and goals. Discuss the nutrition department operations and finance resources and decision making process. If possible, attend a Joint Commission Core Team meeting and/or a Performance/Quality Indicator meeting with preceptor or other department designee. *Complete the reflection brief after attending these meeting(s).*
2. With preceptor, determine a performance indicator goal to review. Collect the appropriate data to determine if the goal was met over a specified period (i.e., 1 month).
3. Analyze the data and submit a written report of your data collection methods, analysis and findings. Include best practices identified as well as opportunities for improvement with recommendations on what might be done to make those improvements. Submit to preceptor for review, evaluation and discussion.
4. At the end of the rotation submit to DI Director via electronic format your reflection briefs and the written analysis/recommendation paper.

Preceptor Directions:

1. Lead discussion with intern on topics in number 2 of intern directions.
2. If possible, attend with the intern a Joint Commission Core Team meeting and/or a Performance/Quality Indicator meeting with preceptor or other department designee. Complete the reflection brief after attending these meeting(s). Review reflection briefs and discuss with intern filling in any knowledge or information gaps.
3. With intern, determine a performance indicator goal to review. Identify data sources for intern and demonstrate how data should be collected and review. Have the intern collect the appropriate data to determine if the goal was met over a specified period (i.e., 1 month). Review written report and discuss with intern. Instruct intern to make any corrections for resubmission. If resubmission required, review the resubmission and give feedback.
4. At the completion of the clinical rotation, using the Definition of Performance Standards, score the intern on overall performance in this area on the final evaluation form.



**Georgia Department of Public Health WIC Dietetic Internship Program
Acute Care Clinical Rotation Curriculum**

Reflection Brief

Name: _____ Date: _____

Write the learning objective and a brief description of the activity.

Discuss how the activity/experience has impacted you personally. What does it mean to you?

State and give an example of what knowledge, skill and/or ability you gained or enhanced from completing this activity.

Discuss how the experience has impacted your professional practice.



Georgia Department of Public Health WIC Dietetic Internship Program Acute Care Clinical Rotation Curriculum

Planned Activity: Perform Nutrition Care Process

Competencies: CRD 1.1, CRD 1.2, CRD 2.1, CRD 2.6, CRD 2.7, CRD 2.11, and CRD 3.1 a-e, CRD 3.2, CRD 4.5

Learning Objectives:

1. The intern will be able to appropriately complete nutrition assessments, distinguish nutrition diagnoses, write nutrition goals, plan nutrition interventions and identify parameters to monitor intervention success.

Resources:

1. Completed clinical pre rotation modules
2. <http://www.eatright.org/healthProfessionals/content.aspx?id=7077>
3. ADA Pocket Guide to Nutrition Assessment, 2nd edition
4. Food Medication Interaction Handbook, 17th edition
5. Nutrition and Diagnosis Related Care, 7th edition
6. Nutrition Therapy&Pathophysiology, 2nd edition by Nelms, et al (Chapters 2, 3, 4, and 6)

Intern Directions:

1. Review all resources.
2. Using the appropriate facility forms, conduct nutrition care process (nutrition assessment, diagnosis, intervention and goal, and monitoring/evaluation plan) on a variety of patients. (minimum of 6 per week of rotation)
 - a. Must to include those with diagnosis of (*diabetes, overweight, obesity, cancer, cardiovascular disease, gastrointestinal disorders, respiratory, enteral/parenteral feeding etc.*) in a variety of population groups (men, women, geriatric, adult, etc. as available)
 - b. Record all nutrition care contacts on conditions, populations and disciplines form.
3. Receive preceptor feedback on NCP performance.
4. At the completion of the rotation, submit completed conditions, populations and disciplines form.

Preceptor Directions:

1. Demonstrate to and assist the intern in completing NCP as needed.
2. Arrange for the intern to complete nutrition care process on a variety of patients (demographic and disease variety).
3. At the completion of the clinical rotation, using the Definition of Performance Standards, score the intern on overall performance in this area on the final evaluation form.



Georgia Department of Public Health WIC Dietetic Internship Program Acute Care Clinical Rotation Curriculum

Planned Activity: Interdisciplinary Care

Competencies: CRD 2.5, CRD 2.6, CRD 2.7, CRD 2.8, CRD 2.10, 2.11

Learning Objectives:

1. Intern will be able to confidently and effectively work as part of an interdisciplinary care team to provide high quality patient care.

Resources:

1. <http://www.eatrightmich.org/pdf/HODBackgrounderIT.pdf>
2. Nutrition Therapy&Pathophysiology, 2nd edition by Nelms, et al (Chapter 11 “Role of the Dietitian in the Health Care System”).

Intern Directions:

1. Review resources.
2. With preceptor, review policies and/or regulations on Interdisciplinary Care Team Conference/Meetings and referral protocols at the facility.
3. With preceptor, prepare for and attend interdisciplinary care team meetings and rounds and participate in meetings as directed by preceptor. *Complete the reflection brief after attending these meeting(s).*
4. Practice effective communication with medical care staff (MD, RN, SW, RD's, OT, ST, PT, RT, Pharmacy and others) and make referrals to other health professionals when deemed necessary.
 - a. Record all interdisciplinary care contacts on conditions, populations and disciplines form.
5. At the completion of the rotation submit completed conditions, populations and disciplines form as well as the reflection brief.

Preceptor Directions:

1. Review with intern all facility policies and/or regulations on Interdisciplinary Care Team Conference/Meetings and referral protocol.
2. Take intern to interdisciplinary care team meeting(s). Discuss the RD role in the care team and allow intern to participate as appropriate.
3. Orient intern to multidisciplinary referral resources and protocol for making referrals and allow the intern to make referrals to other disciplines as appropriate.
4. At the completion of the clinical rotation, using the Definition of Performance Standards, score the intern on overall performance in this area on the final evaluation form.



**Georgia Department of Public Health WIC Dietetic Internship Program
Acute Care Clinical Rotation Curriculum**

Reflection Brief

Name: _____ Date: _____

Write the learning objective and a brief description of the activity.

Discuss how the activity/experience has impacted you personally. What does it mean to you?

State and give an example of what knowledge, skill and/or ability you gained or enhanced from completing this activity.

Discuss how the experience has impacted your professional practice.



Georgia Department of Public Health WIC Dietetic Internship Program Acute Care Clinical Rotation Curriculum

Planned Activity: Educational Material Development/Adaptation/Review

Competencies: CRD 1.2, CRD 1.4, CRD 2.2, CRD 2.3, CRD 3.2, CRD 3.3, CRD 3.4

Learning Objectives:

1. The intern will be able to appropriately develop or adapt credible educational materials based on the needs of a target audience

Resources:

1. A Guide to Creating and Evaluating Patient Materials
2. http://www.mainehealth.org/workfiles/MH_LRC/MH_Print%20Guidelines_Intranet.pdf
3. <http://snap.nal.usda.gov/professional-development-tools/health-literacy/developing-and-evaluating-materials>
4. <http://snap.nal.usda.gov/professional-development-tools/hot-topics-z/health-literacy>
5. <http://www.health.gov/communication/literacy/quickguide/factsbasic.htm>
6. <http://www.cdc.gov/healthliteracy/introduction.html>
7. http://www.cdc.gov/healthliteracy/pdf/simply_put.pdf
8. <http://www.cdc.gov/healthliteracy/developmaterials/index.html>

Intern Directions:

1. Review all resource material listed above. Review all items in the Health Literacy section in the Clinical Rotation content folder on Coursesites.
2. With preceptor, review facility patient education materials and using health literacy concepts, do one of the following as assigned by preceptor:
3. Develop new patient education material on a specified topic for a specified audience.
4. Adapt existing education material to fit patient literacy needs.
5. Write a brief review of currently used patient education materials noting those that comply with health literacy concepts and those that could be improved.
6. Submit to preceptor for review and evaluation.
7. At the completion of the rotation, submit to DI Director electronically, the material made/adapted and/or the written review.

Preceptor Directions:

1. Review health literacy concepts with intern and discuss how the organization approaches improving health literacy.
2. Review currently used patient education materials with the intern. Discuss the process by which education materials are selected at the organization.
3. Assign intern to complete option a, b, or c under step 2 in Intern Directions.
4. Review the completed assignment and provide feedback on performance.
5. At the completion of the clinical rotation, using the Definition of Performance Standards, score the intern on overall performance in this area on the final evaluation form.



Georgia Department of Public Health WIC Dietetic Internship Program Acute Care Clinical Rotation Curriculum

Planned Activity: Clinical Evidence Analysis

Competencies: CRD1.2, CRD 1.4, CRD 1.5, CRD 2.2, CRD 3.4, CRD 4.5

Learning Objectives:

1. The intern will be able to utilize technology to access credible scientific sources to research nutrition related question and apply evidence-based guidelines to dietetics practice.

Resources:

1. www.eatright.org Journal of the Academy of Nutrition and Dietetics and Evidence Analysis Library
2. Evidence Analysis module from community rotation

Intern Directions:

1. Meet with preceptor to determine what evidence analysis article or topic you will research.
2. Conduct your research on the assigned topic and write your report using the clinical evidence analysis assignment guidelines. Present your findings to your preceptor and others as available.
3. Submit written report to preceptor for grading.
4. Retain the research report, completed, graded and signed clinical research scoring guideline form and submit electronically to DI Director at the end of the clinical rotation; retain a copy for your files.

Preceptor Directions:

1. Assign a specific evidence analysis article or topic that you would like for the intern to research and present. Assist intern with locating resources as needed. **Note: The intern may be assigned more than one article for review or may be assigned a research paper project at the preceptor's discretion.**
2. Grade the research assignment using the clinical evidence analysis report question guidelines.
3. At the completion of the rotation, record score for this activity on the clinical rotation final evaluation form.



**Georgia Department of Public Health WIC Dietetic Internship Program
Acute Care Clinical Rotation Curriculum**

Clinical Evidence Analysis Report Questions

| Parameter | Total Points | Points Earned | Comments |
|---|--------------|---------------|----------|
| What is the purpose of the article/research study? What was the scientific question or hypothesis? | 5 | | |
| Does the methodology support the question? Explain. | 10 | | |
| What was the conclusion of the study? Is it valid and reliable? What were the limitations of the study? Explain your answers. | 30 | | |
| How can information from this article be used in your practice? | 10 | | |
| Would you recommend this article to RD's? Why or why not? | 10 | | |
| Format Double spaced with 12 point Times New Roman font Correct grammar and spelling Cited correctly in body and bibliography Includes aid such as table or chart to visually explain the information | 10 | | |
| | 75 | | |

Score: _____/75 = _____

4.0= 95-100

3.5=85-94

3.0=75-84

2.0=74 or less



Georgia Department of Public Health WIC Dietetic Internship Program Acute Care Clinical Rotation Curriculum

Planned Activity: Clinical Case Study

Competencies: CRD 1.2, CRD 2.2, CRD 3.1(a-e)

Learning Objective(s):

1. The intern will be able to appropriately complete nutrition assessments, distinguish nutrition diagnoses, plan nutrition interventions and identify parameters to monitor intervention success.

Resources:

1. <http://www.eatright.org/healthProfessionals/content.aspx?id=7077> Nutrition Care Process
2. ADA Pocket Guide to Nutrition Assessment, 2nd edition
3. Food Medication Interaction Handbook, 17th edition
4. Nutrition and Diagnosis Related Care, 7th edition
5. Nutrition Therapy&Pathophysiology, 2nd edition by Nelms, et a

Intern Directions:

1. Meet with preceptor to plan activity.
2. Using the I Case Study Guidelines Form compile information and prepare assigned case study and submit to preceptor along with a GDPH DI Case Study Guideline Form for grading.
3. Retain a copy of the typed case study and the completed and signed case study guideline form to be submitted electronically to the DI Program Director at the end of the rotation. Retain a copy for your files.

Preceptor Directions:

1. Assign a client for the case study activity.
2. Using the Case Study Guidelines Form; review the typed case study and assign a score for the case study.
3. At the completion of the rotation record the score for this activity on the clinical rotation final evaluation form.



Georgia Department of Public Health WIC Dietetic Internship Program Acute Care Clinical Rotation Curriculum

Case Study Guidelines

This outline is to be used as a guide for the development of your case study. Each major topic needs to be addressed but the orders and details can be changed to fit the specific case. All case studies should be typed

I. General information (1 point)

Patient's initials

Patient's age

Nationality

Status in life – job title, marital status

II. Report on Admission (5 points, 1 point each)

Date of admission

Present illness – onset, duration

Diagnosis

General condition upon admission

General orders – diet, medication, drugs, etc.

III. Special history (12 points, 4 points each)

Past Medical History

Family History

Social conditions affecting health – economic, familial, emotional and/or psychological

IV. Discussion of disease or condition (20 points)

History

Incidence

Etiology

Symptoms (Identify those reversible with nutritional intervention)

Clinical

Pathological

Treatment (Discuss those applicable) – medical, surgical, chemotherapy, dietary

Prognosis

V. Nutrition Care Process (42 points)

Nutrition Assessment (12 points, 2 points each)

Anthropometric Data

Pertinent Laboratory – explain what the value indicates, give normal ranges and bold abnormal values

Clinical Signs and symptoms

Dietary History and/or dietary recall

Medications and potential drug and nutrient interaction

Estimated nutritional needs

Nutrition Diagnosis (PES Statement) (10 points)

Nutrition Intervention with goals (10 points)



**Georgia Department of Public Health WIC Dietetic Internship Program
Acute Care Clinical Rotation Curriculum**

Nutrition Monitoring and Evaluation with goals (10 points)

VI. Progress of this patient (10 points, 5 points each)

Medical and/or surgical treatment – List long-term complications

Dietary treatment – indicate and discuss any limitations the prescribed diet may have in terms of allowable foods

VII. Summary (5 points)

VIII. Bibliography (5 points)

Preceptor Comments:

4 = 90 – 100

3.5 = 85 – 89

3.0 = 75 – 84

2.0 = less than 74

Must earn at least a 3.0 to pass

Total points earned _____/100

Number grade _____

Intern Signature: _____

Date: _____

Preceptor Signature: _____

Date: _____



Georgia Department of Public Health WIC Dietetic Internship Program Acute Care Clinical Rotation Curriculum

Planned Activity: Leadership and Management Staff Relief

Competencies: CRD 2.5, CRD 2.8, CRD 2.11, CRD 2.13, CRD 4.1

Learning Objectives:

1. The intern will be able to work independently demonstrating competence at entry level.

Resources:

1. <http://www.eatright.org/healthProfessionals/content.aspx?id=7077> Nutrition Care Process
2. ADA Pocket Guide to Nutrition Assessment, 2nd edition
3. Food Medication Interaction Handbook, 17th edition
4. Nutrition and Diagnosis Related Care, 7th edition
5. Nutrition Therapy&Pathophysiology, 2nd edition by Nelms, et a

Intern Directions:

1. Assume responsibility and management of an area in the nutrition department for a minimum of 1 week (24 hours) as assigned by preceptor.
2. Complete nutrition screenings, assessments, team rounds, and patient education as defined by assumed role.
3. Work collaboratively with nutrition and other staff to complete all tasks as required.
4. At the completion of this activity, complete the Leadership and Management Worksheet Submit to preceptor for review and discussion. Submit to DI Program Director at the completion of the rotation.

Preceptor Directions:

1. Make staff relief assignment to intern.
2. At the completion of the activity, discuss the experience with the intern.
3. Using the staff relief activity rubric, score the intern at the completion of the activity and record the score on the rotation final evaluation.



**Georgia Department of Public Health Dietetic Internship
Acute Care Clinical Rotation Curriculum**

Leadership and Management Worksheet

Briefly discuss successes and contributions during staff relief weeks.

Briefly discuss challenges during staff relief week.

Briefly discuss use of negotiation and communication skills

Briefly discuss your management style

Briefly discuss your leadership style

State and give an example of what knowledge, skill and/or ability you gained or enhanced from completing this activity.



**Georgia Department of Public Health Dietetic Internship
Acute Care Clinical Rotation Curriculum**

Staff Relief Evaluation

Indicate the frequency that the intern displayed the following behavior during the staff relief activity. 5=always 4=usually 3=sometimes 2=rarely 0= never

| Parameter Evaluated | 5 | 4 | 3 | 2 | 0 | Points Earned |
|--|---|---|---|---|---|---------------|
| Attention to Duty: Thorough and conscientious work; meets responsibilities in a timely manner | | | | | | |
| Dependability: Works independently; punctual | | | | | | |
| Judgment: Displays logical thinking and good decision making skills, stays within scope of practice | | | | | | |
| Initiative: Works independently; takes an active role in self-learning; finds answers and problem solves independently | | | | | | |
| Communication: Tactful, displays good verbal and written communication with colleagues, patients, and others | | | | | | |
| Theoretical Knowledge: Relates theory to practice; performs assessment, identifies needs and solutions appropriately | | | | | | |
| Quantity of Work: Produces the expected quantity of work in assigned area | | | | | | |
| Quality of Work: Produces the expected quality (accuracy, neatness) of work in the assigned area | | | | | | |
| Cooperation: Works well with others; assumes appropriate share of work load; calm under pressure | | | | | | |
| Attitude: Displays self- confidence, optimism, professional demeanor, accepts responsibility for mistakes, displays no defensiveness when receiving constructive criticism | | | | | | |
| Total | | | | | | |

4 = 90 -100 3.5 = 85-89 3.0 = 75-84 2.0 = 74 or less Passing score is 3 or more

Total Points Earned _____/50 Number Grade _____

Please comment on interns strengths:

Please comment on intern opportunities for improvement:

Intern Signature _____ Date _____

Preceptor Signature _____ Date _____



Georgia Department of Public Health Dietetic Internship Acute Care Clinical Rotation Curriculum

Professional Behaviors Evaluation

Directions – At the end of the rotation, complete the evaluation and record the score on the rotation final evaluation

Scoring Definitions:

5 = Always 4 = Frequently 3 = Sometimes 2 = Rarely 0 = Never

| Behavior | Score | Comment |
|--|-------|---------|
| Attention to Duty – Thorough and conscientious work ethic, meets responsibilities in a timely manner and displays professional appearance | | |
| Dependability – Less amount of supervision needed, works independently, punctual, completes assignment and follows through | | |
| Judgment – Displays decision making skills (logical and critical thinking), calm demeanor and is mindful of intern scope of practice | | |
| Initiative – Displays initiative and active role in learning, demonstrates resourcefulness to find answers independently, volunteers for assignments and displays leadership | | |
| Communication – Displays good oral and written communication skills, listens and responds appropriately, displays tact and diplomacy, initiates discussions with others when appropriate | | |
| Theoretical Knowledge – Relates theory to practice, appropriately assesses situations/problems, identifies needs/solutions | | |
| Quantity of Work – Demonstrates planning and time management | | |
| Quality of Work – Demonstrates attention to detail as evidenced by accurate, organized, and neat submissions | | |
| Cooperation – Works with and helps others, maintains positive relationships, assumes appropriate share of work, accepts responsibility for mistakes, cooperates under stress, others seek interns assistance | | |
| Attitude – Displays tact, self-confidence, positive and unbiased approach, integrity, and professional demeanor, incorporates constructive criticism to make improvements, self-reflects | | |
| Total | /50 | |

4 = 90 – 100

3.5 = 80 – 89

3.0 = 75 - 79

2.0= less than 75

Strongest Areas:

Areas for Improvement:



Georgia Department of Public Health Dietetic Internship Acute Care Clinical Rotation Curriculum

Acute Care Clinical Rotation Final Evaluation

Definition of Performance Standards:

4 = Independent. Tasks are completed with minimal initial directions, minimal supporting cues, in an expedient time period, with intern always demonstrating critical thinking skills. The intern thoughtfully analyzes and evaluates all factors and demonstrates a comprehensive approach. Intern demonstrates “linking” previous knowledge to current situation. Projects are detailed, organized and complete. All tasks are completed in a professional manner. The intern consistently displays a positive attitude. ***This score is only achievable when the intern is required to perform a task or produce an end product.***

3.5 = Mostly Independent. Tasks are completed with initial directions and few supporting cues in a reasonable time period with intern frequently demonstrating critical thinking skills. The intern thoughtfully analyzes and evaluates the majority factors and demonstrates a comprehensive approach. Intern demonstrates “linking” previous knowledge to current situation. Projects are detailed, organized and complete. Intern completes all tasks in a professional manner. The intern consistently displays a positive attitude. ***This score is only achievable when the intern is required to perform a task or produce an end product.***

3 = Supervised: Tasks are completed with initial directions and periodic feedback, occasional supporting cues, in a reasonable time period, with intern occasionally demonstrating critical thinking skills. The intern offers analyses and evaluations of obvious factors. Sometimes demonstrates a comprehensive approach. Projects are detailed and organized. The intern completes all tasks in a professional manner, displaying a positive attitude. ***This score also applies to the projects in which the intern observes a process or event and in projects where the intern is required to perform a task or produce an end product. For observation assignments, a score of ‘3’ would indicate a positive attitude, thoughtful questions and insightful comments.***

2 = Assisted: Tasks are completed with initial directions and frequent feedback, frequent supporting cues, over a delayed time period, with intern rarely demonstrating critical thinking skills) Completes tasks in a professional manner, usually displaying a positive attitude. ***This score also applies to the projects in which the intern observes a process or event and in projects where the intern is required to perform a task or produce an end product. For observation assignments, a score of ‘2’ would indicate attendance but lack of thoughtful questions and insightful comments.***

1= Incomplete: Work is technically inaccurate or incomplete. Tasks do not meet expectations and are thrown together without much thought. Projects lack detail and/or are unorganized. The intern displays unprofessional behavior or negative attitude. ***This score also applies to the projects in which the intern observes a process or event and in projects where the intern is required to perform a task or produce an end product. For observation assignments, a score of ‘1’ would indicate absence or tardiness to the event and/or lack of participation and/or unprofessional behavior and negative attitude.***



**Georgia Department of Public Health Dietetic Internship
Acute Care Clinical Rotation Curriculum**

| Planned Experience | Competency Met | Score | | | | | Comments | | | | | | | | | | |
|--|---|--|-----|-----|--|--|----------|-----|-----|-----|-----|--|--|--|--|--|--|
| Clinical Quality Study | CRD 1.1 CRD 1.3 CRD 1.5 CRD 2.2 CRD 2.5 CRD 2.8 CRD 2.11 CRD 4.4 CRD 4.5 CRD 4.6 | <table><tr><td>4.0</td><td>3.5</td><td>3.0</td><td>2.0</td><td>1.0</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | | | | | | |
| 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Nutrition Care Process | CRD 1.1 CRD 1.2 CRD 2.1 CRD 2.6 CRD 2.7 CRD 2.11 CRD 3.1 a-e CRD 3.2 CRD 4.5 | <table><tr><td>4.0</td><td>3.5</td><td>3.0</td><td>2.0</td><td>1.0</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | | | | | | |
| 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Interdisciplinary Care | CRD 2.5 CRD 2.6 CRD 2.7 CRD 2.8 CRD 2.10 CRD 2.11 | <table><tr><td>4.0</td><td>3.5</td><td>3.0</td><td>2.0</td><td>1.0</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | | | | | | |
| 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Nutrition Education Material Adaptation/Review | CRD 1.2 CRD 1.4 CRD 2.2 CRD 2.3 CRD 3.2 CRD 3.3 CRD 3.4 | <table><tr><td>4.0</td><td>3.5</td><td>3.0</td><td>2.0</td><td>1.0</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | | | | | | |
| 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Clinical Evidence Analysis | CRD 1.2 CRD 1.4 CRD 2.2 CRD 3.4 CRD 4.5 | <table><tr><td>4.0</td><td>3.5</td><td>3.0</td><td>2.0</td><td>1.0</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | | | | | | |
| 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| Case Study | CRD 1.2 CRD 2.2 CRD 3.1 a-e | <table><tr><td>4.0</td><td>3.5</td><td>3.0</td><td>2.0</td><td>1.0</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | | | | | | |
| 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |



**Georgia Department of Public Health Dietetic Internship
Acute Care Clinical Rotation Curriculum**

| Planned Experience | Competency Met | Score | | | | | Comments | | | | | |
|------------------------|---|--|-----|-----|--|--|----------|-----|-----|-----|-----|--|
| Staff Relief | CRD 2.5 CRD 2.8 CRD 2.11 CRD 2.13 CRD 4.1 | <table><tr><td>4.0</td><td>3.5</td><td>3.0</td><td>2.0</td><td>1.0</td></tr></table> | | | | | 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | |
| 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | | | | | | | | |
| Professional Behaviors | CRD 2.1 CRD 2.7 CRD 2.11 | <table><tr><td>4.0</td><td>3.5</td><td>3.0</td><td>2.0</td><td>1.0</td></tr></table> | | | | | 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | |
| 4.0 | 3.5 | 3.0 | 2.0 | 1.0 | | | | | | | | |

Add up total score _____/32 X 100= _____%

Did the intern score a 75% or above on the rotation? (circle one) YES NO

Did the intern satisfactorily complete this rotation? (circle one) YES NO

Do you have ANY reservations about the advancement of this intern? If yes, please elaborate below.

Intern Signature: _____ Date _____

Preceptor Signature _____ Date _____