



Georgia Department of Public Health

Dietetic Internship

Handbook

2012 – 2013

REVISED 11/7/2012

Georgia WIC Program, Nutrition Unit
2 Peachtree Street NW,
Atlanta Georgia 30303
404-657-2884



Updates:

1. Revised "Estimated Internship Cost" to include Registration Examination Fee of \$200. Page 18 November 7, 2012

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I. PROGRAM ACCREDITATION

In 2007, the GDPH Dietetic Internship Program was reaccredited by the Accreditation Council on Education for Nutrition and Dietetics (ACEND), the accrediting agency for the Academy of Nutrition and Dietetics (AND). The GDPH DI is approved for 16 interns to participate each year.

Contact information:

Accreditation Council on Education for Nutrition and Dietetics
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
1-800-877-1600 Ext. 5400
Fax: 312/899-4817
E-mail: education@eatright.org

Effective March 2012, the Accreditation Council for Education in Nutrition and Dietetics (ACEND) has placed the Georgia Department of Public Health Dietetic Internship Program on Probationary Accreditation because of noncompliance with the Accreditation Standards.

Interns currently enrolled into the program when the Program is placed on Probationary Accreditation will be considered graduates of an accredited program pending graduation.

The GDPH DI task force team is working very hard to correct all deficiencies. Action steps include starting the currently enrolled intern rotations, and conducting the second round of interviews for a full-time internship director. The current interns will be provided with additional educational resources to assist them with their goal to become a Registered Dietitian.

The Probationary Accreditation is temporary and can be lifted when ACEND determines that the program is fully in compliance with ACEND's standards.

II. PHILOSOPHY

Philosophy of the Georgia Department of Public Health Dietetic Internship Program

The Dietetic Internship Program provides an opportunity for employees of the Georgia Department of Public Health and our contracted WIC agency at Grady Hospital who have met the admission requirements for Registered Dietitian (RD) eligibility, to complete the Core Competencies for Dietitians (CD) through

supervised practices. A minimum of twenty-four (24) hours per week should be released from employment responsibilities to allow interns to participate in planned program experiences to achieve basic competencies.

Emphasis is placed on the development of competence in providing nutrition services as integral parts of health programs, especially public health programs. Individualized study permits interns to achieve professional development goals. Program flexibility provides opportunity for meeting individual needs and interests.

Self-Assessment and faculty evaluation assist in improving practice and professional development. A base is provided for lifelong self-development to improve knowledge and skills.

The staffs of the Georgia Department of Public Health, Maternal and Child Health Program, Nutrition and WIC Section and participating Health Districts are committed to assisting those interns/employees who wish to overcome financial, geographical, or personal barriers to verify their professional competence through the Academy of Nutrition and Dietetics (AND) credentialing process.

Interns who successfully complete the GDPH Dietetic Internship and obtain registration are encouraged to serve as mentors and preceptors for future GDPH Dietetic Interns

The Dietetic Internship Program's primary goal is to achieve improved health outcomes of Georgians through the promotion of quality nutrition care practice. This will be accomplished by workforce development aimed at increasing the number of Registered and Licensed Dietitians of currently employed nutritionists.

III. MISSION AND GOALS

The GDPH Dietetic Internship Mission

To improve the health outcomes of Georgians through promotion of quality nutrition care practice by assisting qualified employees of the Georgia Department of Public Health to become Registered Dietitians.

Program Goals and Outcome Measures

GA DPH DI Goal 1: The GA DPH DI will prepare graduates to be competent at an entry level through high quality educational offerings.

Outcome Measures – Goal 1:

- Over a five-year period, 80% of the dietetic intern graduates will pass the CDR Registration Examination on the first attempt.

- 50% of Interns achieve an average ranking of 3.5 or above (scale of 1-4) on core and community nutrition emphasis competencies.
- 90% of employers will rate program graduates as competent at entry level.

GA DPH DI Goal 2: The GA DPH DI will attract and retain well qualified candidates.

Outcome Measures – Goal 2:

- 90% of the interns will complete the program in 18 months or 150% time planned for completion.
- 90% of graduates seeking employment will be employed within 90 days of graduation.

GA DPH DI Goal 3: The GA DPH DI will prepare graduates who will continue to practice in community nutrition care services in Georgia after program completion.

Outcome Measures - Goal 3:

- 90% of program graduates will indicate working/volunteering in community nutrition care services in Georgia 3 years after program completion.

IV. PROGRAM CONCENTRATION

The program concentration for the GDPH Dietetic Internship is **Community Nutrition/Public Health**, which includes 1200 hours of dietetic internship experiences: 600 hours in community nutrition, public health research, life-cycle and health promotion; 408 hours in medical nutrition therapy; and 192 hours in food service.

V. ACADEMY OF NUTRITION AND DIETETICS REGISTRATION REQUIREMENTS

Requirements for Registration are established by the Commission on Dietetic Registration (CDR). The present eligibility requirements include:

A. Academic Preparation

1. Completion of the ACEND didactic program in dietetics and a minimum of a Baccalaureate degree from a United States Regionally accredited college or university.

2. A completed Verification Statement
3. Supervised practice requirement obtained through one of the ACEND accredited or approved experience pathways.
 - a. Accredited Dietetic Internship
 - b. Accredited Coordinated Program
 - c. ISSP pathway
4. Successful completion of the Registration Examination for Dietitians. Site locations can be obtained at http://www.cdrnet.org/programdirector/act_centers.cfm.
5. Continuing education participation is mandatory for maintenance of registration. Dietitians must accumulate 75 hours of approved continuing education every 5 years.

B. Verification of Educational Program

Upon completion of the Dietetic Internship, the Dietetic Internship Director will issue to the graduate a Verification Statement that will be needed to apply for the national registration examination. Interns desiring to apply for the registration examination should contact the Internship Director for information about the procedures required.

C. Academy of Nutrition and Dietetics Membership Information:

As an intern enrolled in an accredited Dietetic Internship, you are eligible for STUDENT MEMBERSHIP in the Academy of Nutrition and Dietetics. Membership is required for the Dietetic Internship.

Membership benefits include:

- *Monthly issues of the Journal of the Academy of Nutrition and Dietetics
- *Access to the AND Evidence Analysis Library
- *Reduced fees for AND's Annual Meeting and other educational programs
- *Automatic membership in the state dietetic association
- *Discounts on professional publications and merchandise
- *Toll-free number to call AND for assistance (Center for Nutrition and Dietetics can provide you with research information.)
- *Applications are available from the GDPH Dietetic Internship program or at www.eatright.org.

VI. ADMISSION REQUIREMENTS OF THE GDPH DIETETIC INTERNSHIP

Prospective Interns

The following information about the GDPH DI is available to prospective students on the GDPH DI website located at

<http://health.state.ga.us/programs/nutrition/internship/>

- a. Description of the program, including mission, goals and objectives that will be monitored for program effectiveness
- b. A statement that program outcomes data are available on request.
- c. Description of how the program fits into the credentialing process to be a registered dietitian and state certification/licensure for dietitians, if applicable
- d. Cost to student, such as estimated expenses for travel, housing, books, liability insurance, medical exams, uniforms and other program-specific costs, in addition to application fees and tuition
- e. Accreditation status, including the full name, address, and phone number of ACEND
- f. Admission requirements for all pathways and options for which the program is accredited
- g. Academic and program calendar or schedule
- h. Graduation and program completion requirements for all pathways and options for which the program is accredited

Criteria for Application to the program

The Dietetic Internship program has established eligibility criteria for admission to the program.

An intern must have:

- Full-time status as a GDPH employee with at least one year of working experience. (The one year period is from hire date to internship application date).
- Letter of support from the Health Director in the public health district which the applicant is employed
- Letter of support from the Nutrition Services Director in the public health district which the applicant is employed.
- Supervisor's confirmation of applicant's job performance as satisfactory or better. (Submit a copy of the most recent PMF)
- Signed community preceptor agreement from a Registered Dietitian in the public health district in which the applicant is employed.
- Complete academic requirements as defined by ACEND for an undergraduate didactic program and completed by 1988 or later. (The verification statement with a completion date of 1988 or later from the college or university must be included in the application).
- A Baccalaureate Degree in from an AND accredited didactic program
- A reliable laptop computer, e-mail address and internet service
- A Overall GPA of 2.80 or above*

- Completion of recency of education requirement if applicant has been out of college more than five years**

An applicant who meets the following criteria may still be considered:

***Guideline for low grade point average-**

- Earn a GPA of 3.0 or higher in a minimum of 9 semester hours in dietetics related courses from an accredited college or university after graduation and prior to application to the Dietetic Internship Program. Transcripts must include evidence of this course work. Applicants are required to first repeat Nutrition/Science related courses in which a D or F was received. The next courses that should be retaken are the Nutrition/Science related courses that the applicant received a “C”. The applicant should use these guidelines until the 9 semesters hours have been met.

****Recency of Education requirements-**

- If an applicant has graduated from college more than five years prior to the time of submission of application, the applicant is required to take one college-level course (a minimum of 3 semester hours) from an accredited college or university in the area of dietetics (foodservice, nutrition or science) and to earn an A or B in that course prior to applying to the internship program. If an applicant has been out of school for ten years or more at the time of submission of application, two college-level courses (a minimum of 6 semester hours) from an accredited college or university are required. Course work must be in the area of dietetics (foodservice, nutrition or science) and must be completed by the application deadline with proof of coursework in the transcripts.

Application Procedures

The Application packet may be requested from:

GDPH Dietetic Internship
Nutrition Unit
2 Peachtree Street NW, Suite 11-222
Atlanta, GA 30303-3142
404-657-2884

The following items must be submitted (One original for each of the following):

- Official verification of completion of ACEND approved academic requirements in 1988 or later from an accredited college or university.
- Official transcripts from all universities attended. Transcripts must show the date of graduation and major. Interns should order official transcripts in a

sealed envelope from the universities and include the unopened transcripts in the application packet.

- Recommendations from two academic professors and from the current supervisor. If the applicant agrees for the recommendation to remain confidential as indicated on the recommendation request form, the unopened, sealed letters should be included in the application packet.
- Public Health Dietetic Internship Contract signed by District Health Director.
- Community Rotation Preceptor Agreement signed by applicant, community preceptor and District Nutrition Services Director.
- Six bound folders containing copies of each of the following documents
 1. Completed GDPH Application for Dietetic Internship, Supervised Practice Program
 2. Career aspirations and goals statement (minimum 500 words)
 3. Letters of support from District Health Director and District Nutrition Services Director
 4. One page resume

Incomplete application packets will not be considered. All materials submitted for application to the GDPH Dietetic Internship Program become the property of the GDPH, Maternal and Child Health Program and will not be returned to the applicant.

Selection of Interns

A coordinating committee comprised of the DI Director and the DI management team, and a former graduate of the program will select interns. At the conclusion of the review process, the coordinating committee will rate the applicant pool and make decisions regarding each intern's acceptance/rejection. Ratings will be based on the following factors:

- Interview rating scores
- GPA
- Recommendation rating scores from college professors and supervisor
- Length of service in public health
- Nutrition related volunteer and employment experience outside of public health
- Quality and completeness of application

Acceptance/rejection letters

Internship applicants are informed by letter of their acceptance/rejection by. This letter is sent to the address noted on the application form. Applicants accepted as interns are required to inform the DI Director in writing of their acceptance/rejection of the appointment and to provide any other requested

documentation. If the DI Director has not heard from each intern within the specified time frame, the intern will lose placement in the program.

Intern Checklist

Once an intern is selected, the intern checklist must be completed and returned to the GDPH DI Director. (See Intern Checklist in the appendices).

Pre-Entrance Requirements

Once the intern accepts placement into the GDPH dietetic internship, the intern will be assigned homework and module work to prepare them for the supervised practice. The homework is assigned to provide a review of medical terminology, major nutrition-related disease states and food service administration. The better prepared the intern at the start of the internship, the more successful and confident the intern will be entering supervised practice experiences. Each intern accepted into the GDPH DI is expected to have proficient understanding in using medical terminology. A proficiency exam in medical terminology will be given during the internship orientation. See book list for recommended self-paced medical terminology course.

VII. FINANCIAL AID AND COST TO INTERNS

There is no tuition fee at this time to participate in the GDPH Dietetic Internship. Participation in the Dietetic Internship Program may allow college loans to be deferred. Also, because of the internship status, educational loans may be requested through the Academy of Nutrition and Dietetics (AND) or a lending institution. Seeking financial aid is the responsibility of the dietetic intern.

GDPH interns may continue to receive their full-time salary and fringe benefits from their District Public Health employer during the internship. Dietetic interns do not receive stipends in addition to their salaries provided by their employer. Interns must provide their own transportation, lap top, and internet service. When WIC funds are available, the intern's District Public Health office can assist the intern with WIC-allowable expenses such as lodging, travel, conference fees, books, etc., but this is not an expectation. The following costs to the intern are estimates and subject to change:

Estimated Internship Cost	
Books (provided by employer or provided by intern)	\$ 0 - 500
Medical Insurance (provided by employer or provided by intern)	\$ 0 - 1,500
Liability Insurance (provided if a GDPH employee)	\$ 0
Automobile Insurance	\$ 500 - 1,000
AND Student Membership (required) and student membership to a local Georgia academy of Nutrition and Dietetic Association and student membership to Georgia Public Health Association (recommended)	\$ 50 - 100
Laboratory Coats or Uniforms (if required by site)	\$ 150
Medical Exam and vaccinations	\$ 200
Criminal background check (if required by site)	\$ 50
Drug testing (if required by site)	\$ 50
Laptop computer and internet access	\$ 1,500
Printing or copying cost	\$ 100
Transportation/Mileage to orientation sessions, training sessions and rotation sites (provided by employer or provided by intern)	\$ 0 - 1,000
Lodging/Meals to orientation sessions, training sessions and rotation sites (provided by employer or provided by intern)	\$ 0 - 1,000
Conference/Training Registration Fees (provided by employer or provided by intern)	\$ 0 - 1,000
Meals and Parking at rotation facilities (if required by site)	\$ 0 – 100
Registration Examination	\$ 200
TOTAL COST	\$ 2,800 - \$ 8,450

VIII. INTERNSHIP CONTRACT

Prior to beginning the internship, the intern/employee must sign a legal binding contractual agreement with his/her employer, e.g., District Public Health office. This affirms his/her understanding that, upon successfully completing the internship, he/she will continue to work with his/her respective Georgia Public Health District. The contract maintains that the intern remain employed by their respective agency for a minimum of twenty-four (24) full months after passing the dietetic registration examination. If the intern/employee terminates his/her employment with his/her agency prior to completing the obligated time, or fails to take the dietetic registration examination, it is expected that the intern will

reimburse their employer/agency at the rate of \$25 per hour of completed supervised practice experiences (maximum of 1200 hours/\$30,000).

Interns who choose to leave the internship after successful completion of the initial probation period (the first 96 hours of supervised experience) will be required to make monetary restitution to their employer/agency. Interns who are dismissed from the internship may be asked to make monetary restitution to their employer/WIC local agency. The reimbursement rate is \$25 for each hour of supervised experiences completed. No expenses involved with the internship will be returned to an intern who leaves the internship.

IX. INTERNSHIP SCHEDULE

- The 2012 Internship Rotation Schedule is 54 weeks total (a one-week internship break will be observed December 24-28, 2012).
- Interns will participate in supervised practice hours of the internship for 24 hours per week and work in their respective jobs for 16 hours per week.
- Didactic hours and internship documentation (logs, reports, evaluations, etc.) will require additional hours beyond the 40 hour internship/work week.
- Interns are expected to be present for each scheduled rotation, orientation and training. If circumstances beyond an intern's control (i.e., illness, car trouble, illness or death of an immediate family member) occur, the preceptor will assist the intern to reschedule these experiences. There is no guarantee that these experiences can be made up without repeating the rotation, but every reasonable effort will be made.

The Georgia Department of Public Health Dietetic Internship includes two rotation groups (Group A and Group B)

Community/Public Health (Group A) and Clinical/Food Service (Group B)

ROTATION	DIDACTIC HOURS*	SUPERVISED PRACTICE HOURS	DATES	
			Group A	Group B
Initial Internship Orientation	24 hours (1 week)		June 11-13, 2012	June 11-13, 2012
Community/Public Health Orientation	24 hours (1 week)		June 18 - 20, 2012	December 17-19, 2012
<ul style="list-style-type: none"> Community/Public Health Rotation 		600 hours (25 weeks)	June 25 - December 14, 2012	December 31, 2012 - June 21, 2013
Clinical/Food Service Orientation	24 hours (1 week)		December 17-19, 2012	June 18-20, 2012
<ul style="list-style-type: none"> Clinical Rotation 		288 hours (12 weeks)	December 31 - June 21, 2013	June 25 - December 14, 2012
<ul style="list-style-type: none"> Renal Rotation 		72 hours (3 weeks)		
<ul style="list-style-type: none"> Diabetes Rotation <i>(one week includes the Grady Diabetes Course**)</i> 		48 hours (2 weeks)	September 10, 2012	September 10, 2012
<ul style="list-style-type: none"> Food Service Rotation 		192 hours (8 weeks)		
Evaluation / RD Review Graduation			June 24 - 28, 2013	
Total	72 hours (3 weeks)	1200 hours (50 weeks)		

X. TIME COMMITMENT

The designated practice hours in each facility do not include travel time, outside preparation, or the orientation training. The intern will work the schedule which best facilitates learning which could include weekends and early or late hours.

XI. ORIENTATION

- A. Preceptors are provided with information on the purpose of the ACEND accreditation process and the intent of accreditation standards as well as the preceptor handbook, appropriate curriculums and evaluation tools ahead of intern site rotations. An in person orientation is provided before the start of the internship and all preceptors are invited to attend. All preceptors are encouraged to complete the 8 hour training provided online by the Academy of Nutrition and Dietetics. Any preceptor who is unable to attend the in person orientation has the option of scheduling a phone conference with the Dietetic Internship Director
- B. Internship orientation will take place at the beginning of the internship program. Orientation will be held for three (3) days. The GDPH DI notebook, including internship policy and procedures will be reviewed during the orientation. During orientation the intern will also begin exploring various learning styles and personality types and theories that they will be observing and applying throughout the internship.
- C. Rotation-specific orientation will take place the week before each rotation group begins. Since the GDPH dietetic interns are divided into two groups, Group A will participate in the Community Orientation while Group B participates in the Clinical/Food Service Orientation. After 25 weeks, Group A will participate in the Clinical/Food Service Orientation while Group B participates in the Community Orientation. Rotation-specific orientation will be held for three (3) days. The GDPH rotation curriculum and evaluation process will be reviewed during this orientation. During rotation-specific orientation the intern will be provided with an overview and introduction to specific clinical, community, and food service skills which will be required of the student in rotation site supervised practice.

Refer to IX. Internship Schedule section for orientation dates.

XII. COMPETENCIES/INTERN LEARNING OUTCOMES

There are four broad Intern Learning Outcomes (ILOs) and one Community/Public Health Concentration Learning Outcome that are tied directly to the curriculum. This allows for assessment of intern learning and provides a measure for assessing program goal effectiveness. The ILOs illustrate how

outcome measures are used to assess the interns' progress and achievement of the 38 Core Competencies for Dietitians and 5 Community/Public Health Emphasis Competencies.

Intern Learning Outcome 1: Scientific and Evidence Base of Practice:

- Integration of scientific information and research into practice.

Intern Learning Outcome 2: Professional Practice Expectations:

- Beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

Intern Learning Outcome 3: Clinical and Customer Service:

- Development and delivery of information, products and services to individuals, groups and populations.

Intern Learning Outcome 4: Practice Management and Use of Resources:

- Strategic application of principles of management and systems in the provision of services to individuals and organizations.

Intern Learning Outcome 5: Community/Public Health Emphasis:

- Development and delivery of nutrition intervention programs to culturally and ethnically diverse communities.

See the 2008 Core Knowledge and Competencies for the RD in the appendices.

XIII. SUPERVISED PRACTICE HOURS

The GDPH DI is comprised of 1200 hours of supervised practice hours through two internship groups:

- Community/Public Health (600 hours)
- Clinical/Food Service (600 hours)

Interns are divided into Group A and Group B depending on their available rotation schedule. Individual and group work will be conducted by each intern during the internship. Interns complete 24 hours per week participating in the GDPH dietetic internship.

Interns will complete the Community/Public Health rotation supervised practice hours within the public health district where they are employed and throughout the communities they serve. The intern will also work in groups for some community projects.

Interns will complete the Clinical/Food Service rotation supervised practice hours in hospitals, school systems, medical clinics, renal dialysis clinics and diabetes

centers through-out the state of Georgia. Interns assist the GDPH DI Director in locating rotation facilities in close proximity to the intern's location.

Interns are expected to pass an exit exam at the end of each internship rotation before moving to the next internship rotation.

The GDPH DI will also offer supervised practical training sessions for each intern. Examples of practical training include:

- Community Needs Assessment with hands-on practice with the Rollins Emory Public Health Training Experts
- A 3-day Pediatric Nutrition Practicum at Children's Health Care of Atlanta
- A 3-day Diabetes Practicum at Grady Hospital, Emory School of Public Health, Atlanta
- Public Health Research Project practical training with the Rollins Emory Public Health Training Center

See the DI Training Schedule in the appendices.

Three curriculums have been developed for the GDPH DI:

- **Community/Public Health**
 - 25 weeks of supervised practice
 - Can be completed in the public health district and in local community agencies
 - Includes grant writing, community needs assessment and a research project
- **Clinical**
 - 17 weeks of supervised practice
 - Can be completed in a hospital and in other clinical settings like a Dialysis Clinic, Diabetes Clinic, or Long Term Care Facility
- **Food Service**
 - 8 weeks of supervised practice
 - Can be completed in a hospital setting or in a school system

See the three (3) Supervised Practice Curriculums in the appendices.

XIV. DIDACTIC HOURS

The GDPH DI will provide over 200 hours of didactic experience through-out the internship. Examples include:

- 3-day Dietetic Internship Orientation
- 3-day Rotation Specific Orientations
- CourseSites.com – an on-line course for didactic assignments

- Nutrition Modules
- Journal Articles
- Reading Assignments
- Internship Resource Links
- RD Practice Exams

User training for CourseSites.com will be provided at the internship orientation. Each intern will be provided the URL and log in information for CourseSites.com. The intern is expected to check the CourseSites.com website daily for assignments and announcements.

See the DI Training Schedule in the appendices.

XV. REQUIRED TEXTBOOKS

Book expenses are the responsibility of the intern. Internship-related books are WIC allowable expenses, if funds are available, the District Public Health office may choose to pay for them, but this is not an expectation. Books must be purchased prior to the internship orientation.

- Nutrition Therapy and Pathophysiology, 2nd Edition (by Nelms)
- Nutrition and Diagnosis Related Care, 7th edition (by Escott-Stump)
- Food Medication Interaction, 16th edition (by Pronsky)
- ADA Pocket Guide to Nutrition Assessment/ 2nd Edition (By Charney)
- Medical Terminology Made Easy (by Dennerll)

XVI. EVALUATION PROCEDURES

Evaluation procedures are a very important part of a dietetic internship. The evaluation process aids in the assessment of the interns abilities to be successful in the program as well as in the profession of dietetics. The evaluation process additionally provides for early detection of academic difficulty and improvement. It allows important feedback to the intern to allow them to build dietetic practice skills. Communication and feedback through-out the internship is considered best practice.

Evaluation opportunities include:

- Intern Evaluation
- Preceptor Evaluation
- Rotation Evaluation
- Orientation, Training, and Didactic Assignment Evaluation
- Dietetic Internship Program Evaluation

Evaluations completed by the intern:

A. Internship Time Logs

- Supervised Practice and Didactic Hours must be logged by the intern and verified by the preceptor
- Completed time logs which have been verified by the preceptor are to be turned in with the final evaluation and portfolio at the completion of the rotation. See the Time Log Form in the appendices.

B. Orientation, Training, and Didactic Assignment Evaluation

See the evaluation form for Orientation, Training and Didactic Assignments in the appendices

C. Intern Self-Assessment Evaluation

- The GA DPH DI will utilize the University of Minnesota Self-Assessment Tool for Public Health/Community Nutritionist Modules.
<http://www.epi.umn.edu/let/assessment/index.html>
- The intern self-assessment evaluation will be conducted during the internship orientation at the beginning of the internship.
- The self-evaluation is an on-line tool and requires the intern to bring a lap top to the orientation meeting
<http://www.epi.umn.edu/let/assessment/index.html>
- The modules will provide the GA DPH dietetic intern with an opportunity to systematically identify strengths and weaknesses in specific areas of public health and community nutrition practice. It will also provide guidance and resources to assist individuals in career development planning.
 - **Module 1** guides individuals through a self-reflection exercise to assist in articulating personal and professional goals that may impact career development.
 - **Module 2** contains an interactive self-assessment that allows individuals to determine specific areas of strength and weakness in public health and community nutrition practice.
 - **Module 3** provides guidance in analyzing and interpreting the results of Module 2.
 - **Module 4** consists of resources that can be used by students and practitioners to identify agencies and resources that can assist them with career development.
- Once completed, the intern would need to print the self-assessment and action plans for the Internship file.

D. Rotation Goals and Reflection

This form is completed and reviewed by the intern and preceptor at the beginning of each rotation. The completed and signed Rotation Goals and Reflection form should be included in the rotation portfolio for each intern. (See Rotation Goals and Reflection form in the appendices)

E. Preceptor/Rotation Evaluation

This form is completed at the end of each rotation and is used to assess whether the preceptor/rotation provided an adequate experience for the intern.

See Preceptor/Rotation Evaluation Form in the appendices

- The Preceptor/Rotation Evaluation should be sent electronically to the Internship Director within one-week of the end of the rotation.
- The evaluations are treated as confidential and will not be shared with the preceptor. Feedback from the evaluations will be used to coach preceptors, guide preceptor training needs, revise practice experiences, and to prepare future interns for supervised practice.

F. Program Exit Evaluation

- During the final evaluation meeting each intern is asked to complete a program exit evaluation and a post-internship self-evaluation.
- The Self-Evaluation tool examines how the intern feels about the whole internship program and whether or not it provides experiences that will prepare him/her for the registered dietitian exam. The intern can compare the self-evaluation tool completed at the beginning of the internship with the post-internship self-evaluation.
- The Program Exit Evaluation tool is used to evaluate the intern's views and opinions about the internship and its many components. This is an opportunity for the intern to voice any concerns about the program, the rotations, supervised practice hours, assignments, trainings and preceptors.
- The intern is given the opportunity to respond to the evaluation in writing or face-to-face with the GDPH DI Director in private. This provides an opportunity for each intern to express concerns, offer suggestions for program revisions and provide input about the Dietetic Internship Program in a confidential setting. Any remarks an intern makes regarding an individual staff member will remain confidential until after the intern graduates. (See Program Exit Evaluation form in the appendices).

Evaluations completed by the Preceptor

A. Project Evaluation

- Individual and group projects will be evaluated by the preceptor using a standardized evaluation tool or rubric, when appropriate. Evaluation guidelines are provided for most supervised practice activities.
- Interns will have a competency grid for each rotation (community, clinical, or food service management). Each set of competencies has an assigned activity for the intern to complete in order to complete a particular set of competencies. Assigned activities may be modified by the site preceptor to better meet the needs of the facility and/or to provide a better experience for the Dietetic Intern. As each activity is completed, preceptors will assign a grade to individual competencies.
- The grading scale is 1-4 or N/A. In order to pass a particular competency, interns must achieve a '3' or higher. Any competencies in which an intern receives a '2' or less will require that the intern complete a performance improvement plan to outline how he or she will remedy the situation in order to earn a '3' or higher. This may require that the intern repeat the activity or perform a similar but separate activity. In order to pass a rotation, interns must achieve >75% or an average of '3' on all competencies. This is determined by adding up the scores for all competencies and dividing by the number of competencies listed for that particular rotation.

B. Mid-Point Evaluation (Revised)

- The Preceptor will evaluate the performance of the intern at the mid-point of the rotation
- The preceptor and intern should meet in person to discuss the mid-point rotation evaluation.
- Immediately following the meeting, both preceptor and intern should sign and date the evaluation form and electronically submit it to the Dietetic Internship Director and/or Internship Coordinator.
- If adequate progress is not being made, steps needed to correct the deficiencies will be established as part of the mid-point evaluation documentation.
- Early feedback and preceptor suggestions for improvement are strongly encouraged before problems develop.
- Mid-point evaluations are not required for rotations of six weeks or less.
- See Mid-Point Evaluation form in the appendices.

C. Final Evaluation

- Should be conducted at the end of each rotation.
- The Preceptor will evaluate the performance of the intern. Professional behavior, knowledge/skills, and core competencies comprise the three components of the evaluation.
- The final evaluation consists of the Rotation Grading Sheet which compiles all the project grades from the rotation, and the Professional Behavior Evaluation from the rotation.
- The Final Evaluation paperwork should be sent electronically to the Internship Director within one week of the end of the rotation.
- See the Final Evaluation form in the appendices.

XVII. GRADUATION REQUIREMENTS

Graduation from the internship is expected by the end of the 54-week program with successful completion and documentation of Intern Learning Outcomes and Competencies. If the intern is not able to complete the program in this time due to an authorized reason, the internship may be extended to a maximum of 18 months.

For completion of the program, interns must meet the following requirements:

- Complete the 1200 hours of planned supervised practice hours.
- Complete didactic learning experiences
- Obtain a satisfactory rating on all rotations and examinations
- Submit documentation for all DI's for each rotation to the preceptors, and the program director, at the end of each rotation.
- Submit all required time logs, evaluation forms, self-assessments by the assigned due dates.
- The intern must demonstrate no misconduct, academic or non-academic, and must perform ethically in accordance with the values of the Academy of Nutrition and Dietetics.

XVIII. RD EXAM REVIEW

The GDPH DI desires for each intern to successfully pass the RD exam. Each intern will be provided the following opportunities to assist them with passing the exam:

- RD Exam Review Materials (flash cards, on-line tutorials, study guides and frequent practice exams)
- RD Exam Review Course (offered the week of the internship graduation)

XIX. VERIFICATION STATEMENT AND REGISTRATION EXAMINATION ELIGIBILITY

After completion of the program, the director of the program will provide the student with a student exit packet. The student must then do the following:

- A. Complete the Name/Address Verification Forms provided by the Program Director.
- B. Return the CDR Copy (this copy to be returned to CDR by the Program Director) to the Program Director on or before the deadline. The Program Director will submit this original form to CDR.
- C. Retain the Name/Address Verification Form, Student Copy for your records.
- D. The "Student Copy" is to be used when you have a name/address change after you have submitted the original CDR copy to your Program Director.
- E. When a name/address change occurs, notify the Program Director of the change(s) via FAX so that he/she can revise your student record and advise CDR by attaching this fax copy to your original form. Make sure you complete ALL areas of the Change Form, including previous address (the address you submitted to your Program Director) and new address, Program Director's name and four-digit program code found on your Verification Statement from your Program Director indicating completion of your supervised practice.
- F. Program Directors will forward the *Computerized Registration Eligibility Application* to CDR. You will receive a letter confirming your registration eligibility from CDR approximately two to three weeks following Program Director submission to CDR.
- G. Refer to the February 1999 *JADA*, page 156, for an article entitled, "*Computer-based testing: A new experience in 4 easy steps*" and the October 1998 *JADA*, page 1102, for an article entitled, "*Computer-based certification tests integrate testing and scoring, increase convenience*" for a detailed description of the eligibility process.
- H. The Registration Examination for Dietitians is given year round at over two hundred approved Sylvan Learning Corporation sites nationwide. All test sites are open Monday through Friday and the eligible candidate must call the Sylvan testing site to schedule an appointment to take the examination.
- I. Applicants should keep the following in mind:
 - Make certain the Commission on Dietetic Registration is furnished with a current mailing address.
 - The examination fee is approximately \$125.
 - The test is multiple choice and has a minimum of one hundred and twenty five questions.
 - The authorization to take the examination expires after the test is taken one year after authorization.

- J. Following completion of the above requirements, the program director will verify completion of the program to the Commission on Dietetic Registration (CDR) and provide the intern with a verification statement.
- At that time, interns will be eligible to write the Registration Examination of the Commission on Dietetic Registration.
 - After successful completion of the Registration Examination for Dietitians, interns have completed the requirements for becoming a Registered Dietitian.
- K. The GDPH DI Director will maintain one verification statement in the intern's permanent file and will provide five verification statements to each graduate. Statements are needed when applying to:
- Academy of Nutrition and Dietetics for membership
 - States for licensure
 - Potential employers

In addition to the above, each intern should keep an original signed verification statement in a secure place as a permanent record.

- L. In order for the GDPH Dietetic Internship to help future interns, each graduating intern is encouraged to:
- Inform the program director of any change of address
 - Sign the release form allowing the testing center to release individual test scores to the GDPH Dietetic Internship
 - Sign the release and ask your employer to share your performance evaluation with the GDPH Dietetic Internship
 - Complete and return periodic program evaluations that are sent to former interns of the Dietetic Internship

Such information is very useful in evaluation and improvement of the program for future interns. Data from specific informants will be compiled with that from other former interns to identify characteristics and trends. The identity of individual respondents will be protected.

XX. SITE SELECTION AND AFFILIATION AGREEMENTS

The GDPH DI Director will select new rotation sites based on need or the ability of the site to provide a unique experience to the rotation offerings. The Internship Director will meet with the lead preceptor and review relevant competencies and learning activities appropriate to the site's emphasis area.

Scheduling procedures, length of rotation and learning activities will be mutually agreeable to both the GDPH DI and primary preceptor. An affiliation agreement must be signed by both parties before interns may be placed in rotation at that site. Site evaluation will occur through intern evaluations and correspondence with the primary preceptor.

The affiliation agreements have been developed by the Georgia Department of Public Health's Legal Services. The GDPH DI must abide by all the rules and guidelines set and mandated by the Georgia Department of Public Health's Legal Services. The affiliation agreements are maintained in good standing and filed in the GDPH DI office. Once the affiliation agreement is signed, it will automatically renew annually unless otherwise terminated.

XXI. ROLES AND RESPONSIBILITIES

Dietetic Intern

The dietetic intern will acquire the skills and knowledge to function as an entry-level dietitian or manager in all areas of dietetics. Failure to follow these rules might result in termination from the program.

- Present himself/herself in a professional manner and appearance at all times.
- The intern assigned to each rotation site is responsible for contacting the main
- Preceptor to arrange the time and location for the first day of the rotation.
- Preceptors are asked to be as detailed as possible when providing directions and instructions to interns.
- Be punctual and available throughout the internship.
- Complete objectives, learning experiences, reading assignments, and projects by due dates.
- Be prepared for each rotation by reading required texts and articles and by completing modules prior to or during each rotation.
- Follow department, rotation facility and internship program policies and procedures.
- Maintain confidentiality of all information discussed within the department or rotation facility.
- Ask for the preceptor's approval to leave his/her area of responsibility.
- Communicate to the preceptor when attending meetings or other internship related activities during the rotation.
- Inform the preceptor of any change in his/her schedule in a timely manner.
- Accept any change in the preceptor's schedule that may arise.
- Maintain respect for positions of authority.
- Function as a team player.
- Seek guidance when needed.
- Research and look up information as needed.
- Accept constructive criticism.
- Completely accept responsibility for all actions.
- Maintain a positive and hard-working attitude.
- Maintain open and frequent communication.
- Attend all required teleconferences, meetings, training sessions, etc.
- Maintain electronic Dietetic Internship rotation files.

Preceptors

On the first day of the rotation, preceptors are asked to complete the *New Intern Rotation Facility Orientation Checklist*. This details the information that should be reviewed with each intern upon arrival at a rotation site. It includes information about facility access, workspace, parking, dress code, scheduling, general work hours, rules regarding rest breaks and meal periods, attendance expectations (i.e. sick policy, procedures for advanced notice of absence, making up missed work), and any other relevant policies and procedures. In addition, preceptors are asked to provide interns with a tour of the facility, discuss proper channels of communication (i.e. who to contact with questions, grievances, etc.). Preceptors should provide the intern with appropriate contact information and review the competency grid with them.

See the New Intern Rotation Facility Orientation Checklist in the appendices.

If there are any concerns or questions, preceptors and interns are asked to contact internship staff immediately. Names and contact information for internship staff members are listed below.

Julianne Gaston MPH, RD LD
Dietetic Internship Director
Maternal and Child Health Program
Georgia Department of Public Health
2 Peachtree ST., NW
11th Floor
Atlanta, GA 30303
(404) 657-2884
(404) 657-2886 (fax)
Jngaston@dhr.state.ga.us

It is the expectation that the preceptor will:

- Assess the educational needs of the intern (this may be done by providing a pre-rotation module which can be used to introduce the intern to the subject matter and create a baseline for the supervised practice, or the preceptor may give a quiz, question/answer, or case study to assess knowledge and level analysis/synthesis performed by the intern at the rotation start).
- Each GDPH DI Interns identifies his/her learning style at the beginning of the internship. Work with the student to incorporate educational methods that meet the needs of the learner as well as addressing the required competency.

- Focus on entry level concepts that you apply in your daily work and assist the intern in developing the knowledge and skills needed for entry level practice competence.
- Allow interns adequate opportunities to practice what they have learned
- Provide one on one guidance for the intern that supplements and enhances information interns receive from their didactic training
- Evaluate the both formally (i.e., at midpoint and final using the GDPH DI intern evaluation tools) and informally (i.e. provide daily feedback on progress and praise the intern for achieving competency where applicable or highlight areas of needed improvement)
- Assist the intern in addressing noted deficiencies with a plan (i.e., readings, case studies, more practice time, etc).
- Solicit feedback from the intern throughout the rotation to gain insight on how they feel they are doing and if they feel they are getting the direction and practice opportunities needed for them to achieve competence
- Respect and treat the intern as an individual and unique adult learner
- Provide clear guideline on rotation rules, policies, and procedures as well as your expectations of the intern
- Yield to another dietetics professional when needed (i.e., if you are asked to evaluate an intern project that you are not or do not feel competent to evaluate, ask for help)

Dietetic Internship Director

The Dietetic Internship Director is responsible for the planning, administration and evaluation of the GDPH Dietetic Internship Program.

- Develop and update recruitment and application information for prospective interns.
- Provide program information and meet with prospective interns.
- Orient the intern to the program.
- Organize the rotations throughout the year.
- Coordinate with the preceptor the objectives, learning experiences and projects for the intern for that rotation.
- Monitor and evaluate the intern's progress in each rotation throughout the year.
- Provide ongoing support and advice for all interns during their placement.
- Remain in constant communication with the interns via telephone, email, scheduled site visits, and facilitates meetings with all current interns to provide further support, guidance, counseling, and advice.
- Develop the interns' rotation schedules.
- Plan and schedule didactic hours via training sessions and CourseSites.com.
- Maintain records pertaining to the maintenance of the program including intern complaints and resolutions.
- Serve as a role model and mentor to the intern.
- Act as a liaison between the preceptor and intern as needed.

- Serve as an advocate for the intern when appropriate and justified.
- Enforce policies and procedures.
- Direct the selection and procession of new dietetic interns.
- Enforce the role and responsibilities of both the intern and the preceptor.
- Recruit adequate and appropriate preceptors.
- Facilitate the negotiation of all contacts between the program and the supervised practice sites.
- Recruit members of the Dietetic Internship Advisory Board.
- Complete all official forms, studies, reports, RD exam registration, etc., necessary for maintenance of DI program.
- Conduct continuous internal and external program evaluations.
- Develop new and/or modify current curriculum based on the ongoing achievement of intern learning outcomes, expected competence of the interns, program goals, and changes impacting dietetic practice.
- Review the progress of the DI and program. Decide on future goals and implementation plans.

XXII. ADVISORY BOARD

The GDPH DI will recruit board members from the following:

- Previous Interns
- Preceptors
- Other DI Directors
- Dietetic Professionals
- Public Health Professionals

Advisory Board Meetings

1. The GDPH Dietetic Internship will have a yearly Advisory Board Meeting conducted by the Internship Director.
2. The format of the yearly Advisory Board Meeting will include, but not be limited to:
 - Introductions
 - History of the GDPH Dietetic Internship
 - Facts and Figures about Applicants and Graduates
 - Career Paths of Graduates
 - Current Learning Model
 - Broad Program Goals and related Outcome Measures
 - Strengths and Weakness of the program
 - Discussion
3. The Internship Director will solicit open feedback by all advisory board members.

4. The Internship Director will report back to the preceptors about results of advisory board meeting and possible program modifications.
5. Minutes of the Advisory Board meeting will be filed in Internship files.

XXIII. POLICIES and PROCEDURES

Internship Handbook Acknowledgement Form

At the completion of the internship orientation, each intern is required to:

- a. Acknowledge receipt of the internship handbook, and
- b. that they understand the policies and procedures of the GDPH Dietetic Internship Program, and
- c. that they have had an opportunity to ask questions regarding the program.
- d. the signed acknowledgement form will be kept in the intern file at the GDPH Dietetic Internship office.

See the Internship Handbook Acknowledgement Form in the appendices.

Attendance at Professional Meetings

Membership in the organizations provides opportunities for participation in workshops and conferences at the national, state and regional level. It also provides for extended learning opportunities through group interactive experiences.

Each rotation provides numerous opportunities for interns to interact with a wide variety of professionals in the dietetic profession.

Dietetic Interns are required to become a student member of the Academy of Nutrition and Dietetics. Student applications with the required internship director's signature will be distributed at the internship orientation. Student Membership is \$50 and runs from June 1-May 31. <http://www.eatright.org/>

Dietetic Interns are encouraged to attend and participate in local Georgia Academy of Nutrition and Dietetics monthly meetings and the annual GAND Conference as well. Student Membership is \$15 and runs from July 1 – June 30. <http://www.eatrightgeorgia.org/>

Since the GDPH DI has a community/public health emphasis, interns are also encouraged to participate in the Georgia Public Health Association (GPHA), Nutrition Section. Some interns will have the opportunity to present research

and/or poster sessions at the annual GPHA conference. Student member is \$20 annually. <https://www.gapha.org/>

Internship Program Calendar

Vacation, Annual and Sick Leave Requirements:

- Interns are expected to be present for each scheduled rotation, seminar and training. If circumstances beyond an intern's control (i.e., illness, car trouble, illness or death of an immediate family member) occur, the preceptor will assist the intern to reschedule these experiences. There is no guarantee that these experiences can be made up without repeating the rotation, but every reasonable effort will be made.
- Annual leave that does not conflict with scheduled internship activities may be requested from the employee's supervisor.
- If sick leave is taken during the 24-hours of internship activity, the intern is required to notify the supervisor and preceptor. The sick leave request form must be completed and submitted to the supervisor.
- A one-week internship break will be observed December 24 – 28, 2012. Since no internship activities will be scheduled, interns can use this break to make up missed internship work, work in their respective clinics, or request annual leave from the employee's supervisor.
- All GDPH state holidays will be observed. State holidays may be scheduled for internship activities if needed at the discretion of the intern. However, it is recommended that the intern make arrangements with their preceptor in advance of the holiday. Approval from the supervisor, preceptor and PD must be obtained to make up any alteration of schedules. The required number of hours must be completed for all rotations. The intern is encouraged to make up time during weekends or in the evening where possible.
 - July 4, 2012 – Independence Day
 - September 3, 2012 – Labor Day
 - October 8, 2012 – Columbus Day
 - November 12, 2012 – Veterans Day
 - November 22, 2012 – Thanksgiving Day
 - November 23, 2012 – Robert E. Lee's Birthday (observed)
 - December 24, 2012 – Washington's Birthday (observed)
 - December 25, 2012 – Christmas Day
 - January 1, 2013 – New Year's Day
 - January 21, 2013 – Martin Luther King's Birthday
 - April 22, 2013 – Confederate Memorial Day
 - May 27, 2013 – Memorial Day

Punctuality

The intern is expected to be ready for work at the scheduled starting time for supervised practice, training or didactic experiences. Lateness will not be tolerated. If the intern expects to be late, he/she should call the preceptor to inform him/her of lateness and expected time of arrival. Since late arrival is disruptive to training, the Dietetic Internship Director has the option to exclude the intern from the learning activity. Exclusion from training/clinical learning activity due to tardiness results in absence and will be treated as such. Punctuality is monitored by site preceptors and reflected on Intern Evaluations. The Dietetic Internship Director counsels the intern, documents the lateness and places the information in the intern's file.

Communication

Interns are responsible to check e-mail and CourseSites.com daily and promptly provide information requested by the internship staff. Current e-mail and telephone numbers must be provided to the Internship Director and preceptors.

While on internship duty, the use of personal cell phones/text messaging is **prohibited**. Avoid discussions of a private, personal or confidential nature, and never in the presence of patients, employees, visitors, and personnel from other departments

- Telephones at the rotation sites are for business only. No personal calls are allowed without permission.
- Any personal calls must be restricted to break time. Receiving personal calls is limited to emergencies only.
- The interns must follow the facilities' policy regarding long distance calls.
- Cell phones are not permitted during training or at rotation sites.
- Computers at rotation sites are for business only. No personal use of the computer is permitted. Checking email is limited to personal time – at home, before or after starting internship work.

Personal Computer

Interns are required to have their own computer, printer and access to the Internet. MS Word and PowerPoint software are required. Some preceptors require students to have their own laptop computer with them. If you do not have personal lap-top, you either need to buy or borrow a laptop. The preceptor reserves the right to dismiss a student until personal lap-top is either purchased or taken to the site.

HIPPA

GDPH employees should already have received training on HIPAA (Health Insurance Portability and Accountability Act of 1996) requirements. Some rotations facilities will require each intern to participate in HIPAA training. The privacy of a patient or client's health information is protected by this federal law.

The intern **MUST REMOVE ALL IDENTIFYING DATA** from copies of patients' nutritional assessments, MNT plans of care, etc., to use for evaluation purposes.

Universal Precautions

GDPH employees should already have received training on Universal Precautions. Some rotation facilities will require each intern to participate in additional training.

Dress Code

Interns must follow established dress code policies set by each supervised practice facility they are assigned to.

To promote a professional image, the intern will wear professional attire at clinical and community rotations and while in attendance of training sessions and professional meetings. The following general policies apply to all GDPH dietetic interns:

- Interns are expected to be neat and clean, taking pride in personal grooming to reflect concern and respect for patients, clients, preceptors, and others the intern works with.
- Lab coats or scrubs can be used if required in the clinical facility.
- Dress is business casual. No jeans, revealing clothing, form-fitting leggings, short skirts, bare arms, bare shoulders, bare midriffs or athletic wear is allowed.
- Shoes must have closed toes and closed heels.
- GDPH name badges must be worn at all times when on duty.
- During food service rotations, hair covering, minimal jewelry, and no artificial fingernails may be required.
- No gum chewing is allowed in the facilities or during times interns are participating in professional activities.
- Hair must be worn in a neat simple style, clean, and appropriate for professional activity.
- Beards and mustaches are acceptable if they are short, clean, and well groomed, but they may not be "grown" during time of contact with patients or clinical facilities.
- Preceptors have the right to determine if the attire worn is consistent with the image desired. Interns who do not follow facility guidelines for dress code will be sent home and counted absent. It is the intern's responsibility to arrange to make up any supervised practice experience to which he/she was denied access due to personal appearance.
- It is the responsibility of the intern to contact each rotation facility to inquire about the dress code prior to the rotation.
- Professional dress with specific examples will be discussed in detail during dietetic internship orientation.

Program Withdrawal and Refund

- Interns can withdraw from the internship program at any time. An intern who wishes to withdraw from the GDPH Dietetic Internship should inform the Internship Director in writing of his/her intent.
- Because the majority of the program costs are covered by the District which the intern works, refunds are not applicable for this program. However, payback to the District will be required of the intern as defined in the GA DPH DI contract.
- Interns will be allowed to withdraw at or before 96 supervised practice hours without monetary penalty.
- Prior to withdrawal, the intern, DI program director and District supervisor will meet to determine if withdrawal is necessary or if other arrangements can be made.

Protection of Privacy

- The GA DPH DI ensures the importance of protecting interns' privacy. Access to the intern's file will be limited to the intern, the Internship Director or other internship personnel. Preceptors will have access only to those portions of the intern's file deemed necessary by the Internship Director for the provision of appropriate supervision and evaluation of the intern.
- In the case of an intern whose performance is in question, the Internship Director will have the authority to share portions of the file with a select committee in order to aid in reviewing the intern's performance and make a determination regarding the eligibility of the intern to continue in the program. Personal information about an intern may be released outside of the GA DPH DI only with the written consent of the intern, except to verify employment or student status or satisfy legitimate investigatory, regulatory or other legal obligations.
- Personal records for all dietetic interns currently admitted to the program and former interns who have graduated will remain on file in the GA DPH DI office. Only information pertinent to maintaining regulatory agency compliance and accreditation status of the program will be retained indefinitely. Information not retained for these purposes will be destroyed.

Access to Personnel Files

Dietetic Interns have the right to access any personal, academic, or advisement records maintained by the Internship Director. Any intern wishing to review his/ her records should submit the request in writing to the Internship Director, and make an appointment to access the records.

If the intern waived the right to review the letters of recommendation in the application process, the intern will not have access to these letters.

Access to Student Support Services

- The Employee Assistance Programs (EAP) is available to GDPH employees.
- There is no tuition for the GDPH DI and interns retain their full salary and benefits while completing part time internship activities. At the completion of the internship, the intern is required to provide two years of services as a Registered Dietitian to the supporting Public Health District.
- Interns will have access to on-line education and training using CourseSites.com. Log-in and password information will be given during the internship orientation.
- Extensive training is provided by the GDPH DI throughout the year. Financial support is provided by the GDPH DI, when available for conference registrations and travel expenses. However, some cost may be the responsibility of the intern.
- Interns will have access to the on-line Nutrition Care Manual. Log-in and password information will be given during the internship orientation.
- Books and other internship resources may be provided to the intern through the Public Health District office. However, some cost may be the responsibility of the intern.
- The GDPH DI will provide an RD Exam Review Course during the internship at no cost to the intern.

Evidence of Health Status/Medical Clearance Form

Before entering the program, interns must provide the program director with documentation of the following:

- A current medical history, including blood pressure, height and weight (See Medical Clearance Form in the appendices).
- A Tuberculin (TB) skin test or chest x-ray within the last year. This must be kept current throughout the internship.
- A Tetanus Booster within the last ten (10) years
- A Rubella vaccination
- A MMR vaccination
- Documentation of Varicella exposure or positive Varicella immune titer
- Hepatitis B vaccine series or documentation of decline
- Seasonal flu shot (optional, but recommended at the beginning of flu season)

Interns may have these tests performed at the health department or by their private physician. Interns who do not provide medical information are not allowed

to begin the internship. Medical clearance forms must be completed and submitted to the program director at the time of internship acceptance by the employee.

The affiliation agreement (Facility MOU) states that the program will document the health status of interns. The program director provides each facility with a letter stating that all interns assigned to that facility are in good health. Facilities may refuse educational access when the intern's health status does not meet its employee standards for health. Some rotation sites may require additional medical tests. Interns are responsible for the cost and must provide documentation to that facility for any testing required.

Insurance Requirements

a. Professional Liability

- The Georgia Department of Public Health has a comprehensive general liability insurance policy that will protect the intern/employee from legally imposed liability when such liability arises as a result of error, omission or negligence in the performance of his or her duties and professional training responsibility.
- A copy of the liability policy from the GDPH Administrative Policy and Procedure Manual is included in the appendices.
- Interns that are not covered by GDPH liability coverage are required to purchase professional liability insurance from a company who covers dietetic interns. Proof of liability insurance must be provided once he or she is accepted into the internship program. Preceptors may also require interns to present evidence of insurance.

b. Health Insurance

- Evidence of current health insurance (wallet card, copy of the policy or any record showing clearly that the intern is covered by a health insurance policy) must be provided once he or she is accepted into the internship program.
- Preceptors at rotation facility sites may also require interns to present proof of health insurance.

c. Automobile Insurance

- Evidence of current automobile insurance (wallet card, copy of the policy or any record showing clearly that the intern is covered by an automobile insurance policy) must be provided once he or she is accepted into the internship program.

Liability for Safety in Travel to and from Assigned Areas

If the intern uses a state or county-owned automobile, the intern must comply with all GDPH policy and procedural rules regarding state or county-owned vehicles. Vehicle accidents must be reported to the insurance company designated by the State or County immediately. Failure to report an accident could result in disciplinary action. Interns employed by GDPH will be covered under the GDPH Compensation Law

If the intern uses a personal vehicle, proof of liability insurance is required by the GDPH DI and must be kept on file in the internship program office.

Injury or Illness in Facility for Supervised Practice

All job-related dietetic internship illness or injuries, including those involving operation of state, county or personal vehicles on official business must be reported to the intern's supervisor and the preceptor for the rotation as soon as possible. If the injured intern does not report the incident to the immediate supervisor within 30 days, coverage may be jeopardized. Upon receipt of a report of a job/dietetic internship related injury or illness, the supervisor must immediately complete and transmit the Employee's First Report of Injury Form; Worker's Compensation Form No. WC - 1.

Workers Compensation

Workers' Compensation provides benefits in the event you incur a work-related injury or occupational disease. If you are injured on the job, no matter how minor the injury, you should report it as promptly as possible to your supervisor.

Injured employees may choose to receive weekly Workers' Compensation for the compensable injury or disease, or they may use accumulated leave. If you elect to accept Workers' Compensation, you must notify your department in writing that you have decided to use this option. Otherwise, it will be presumed that you have elected to use accrued leave. If you have any question concerning Workers' Compensation, contact your personnel officer or:

Department of Administrative Services Workers' Compensation
Capitol Hill Station Atlanta, Georgia 30334
(404) 656-6245

Drug Test and Criminal Background Test

- a. All GDPH employees must have a drug test and criminal background test as a condition of employment.
- b. Interns who participate in this program are assigned to off-site clinical and food service facilities. They may be required to obtain a criminal background

- check before attendance is permitted. A drug screen may also be required by some facilities.
- c. The intern is responsible for completing the requirements of the rotation facility prior to the start date of the rotation.
 - d. The GDPH DI will support the facility if they reject an intern whose criminal background check and/or drug screen raises any concern.

Meals and Parking Costs at Facilities

Interns follow the policies of each rotation site in regard to meal and parking costs. These policies vary with the facility. Parking fees and meals during internship rotations are the intern's responsibility.

Educational Purpose

Supervised practice is for educational purposes only and is not intended to replace facility employees, except as planned to demonstrate competence/planned learning experiences. Dietetic intern supervised practice experiences will adhere to competency attainment as described in the curriculum and work assignments for the purpose of education, i.e., mastery of techniques and reinforcing knowledge. All preceptors are to adhere to the rotation schedules and learning activities as provided by the program director.

Grievances/Complaints from Interns and Preceptors

This policy exists to define how the GDPH DI files and handles grievances/complaints from interns and preceptors to prevent retaliation

- a. When an intern has a grievance it should first be reported to the rotation preceptor. The second course of action is to bring it to the attention of the GDPH Internship Director. If the director deems it appropriate a meeting will be arranged with the preceptor, the intern and the Dietetic Internship Director. If the matter remains unresolved to the satisfaction of the intern, the next step is to bring the grievance to the attention of the GDPH Nutrition Unit Manager. If the Nutrition Unit Manager deems it appropriate, a meeting will be arranged with the intern, the Dietetic Internship Director and the Nutrition Unit Manager. If the grievance again remains unresolved, the matter will be brought to the Deputy Director of Programs for the Nutrition and WIC unit of the Maternal and Child Health Program of the Department of Public Health.
- b. If a preceptor needs to file a grievance regarding the GDPH DI staff, they should first bring it to the attention of the Internship Director. The second course of action is to bring the grievance to the attention of the GDPH Nutrition Unit Manager. If the Nutrition Unit Manager deems it appropriate, a meeting will be arranged with the preceptor, the Dietetic Internship Director and the Nutrition Unit Manager. If the grievance cannot be resolved, the

- preceptor can meet with the Deputy Director of Programs for the Nutrition and WIC unit of the Maternal and Child Health Program of the Department of Public Health.
- c. Interns should submit complaints directly to ACEND only after all other options through the GDPH DI have been exhausted.
 - d. The GDPH DI will maintain a record of all student complaints related to the ACEND accreditation standards, including the resolution of complaints for a period of five years.
 - e. The GDPH DI will allow inspection of complaint records during on site evaluation visits by ACEND.

Filing Complaints with the Accreditation Council for Education in Nutrition and Dietetics

The Accreditation Council for Education in Nutrition and Dietetics (ACEND) will review complaints that relate to a Dietetic Internship program's compliance with accreditation standards. ACEND is interested in the sustained quality of continued improvement of dietetics education programs, but does not intervene on behalf of individuals in matters of admission, appointment, promotion, or dismissal of faculty, staff, or students. A copy of the accreditation standards and/or ACEND's policy and procedure for submission of complaints may be obtained by contacting ACEND at:

The Accreditation Council for Education in Nutrition and Dietetics
120 South Riverside Plaza, Suite 2000
Chicago, IL 60606-6995
1-800-877-1600 Ext. 5400

Credit for Prior Experience

The GDPH DI does not allow exemption from any dietetic internship rotations, supervised practice hours, or assignments because of prior education courses or work experiences.

Extension of Internship

An intern may request an extension of time beyond the twelve months allotted for the internship for hardship cases. Examples of hardship include, but are not limited to: illness of intern, illness or death of family member, personal problems. The following procedures must be followed:

- Intern submits a written request for an extension of time to the program director.
- A committee comprised of the DI Director, DI management team, and preceptor will review the request.
- The intern will be notified of the decision of the committee.

Remediation, Probation and Termination

A. Remediation

If the Internship Director and Preceptor judge that the intern has not met core competencies for dietitians at the end of any rotation, they may request that the intern do remedial work and/or repeat the rotation.

- Interns may be placed on probation during a rotation if the preceptor and Internship Director judge that adequate progresses toward core competencies are not being met.
- Interns may be placed on probation during a rotation if the preceptor and/or Internship Director judge that the intern is failing to maintain professional behavior and/or academic integrity.
- A written summary will be placed in the intern's file.
- The preceptor and/or the Internship Director will identify specific educational activities and supplemental resources to aid the intern in remediation
- Competence of the intern during or at the end of this remedial experience is evaluated before an intern is allowed to move into the experiences of the next rotation.
- If the intern does not meet the criteria for completion of experiences and attainment of identified competencies, he or she will be given the opportunity to repeat the rotation or counseled out of the Dietetic Internship Program.

B. Probation

Interns who are not performing at a competent level and/or are failing to maintain professional behavior and/or academic integrity may be placed on probation. The internship director, internship management team, and preceptor may initiate the request for probation. The following procedures must be followed.

- A written request to place an intern on probation will be submitted to the Internship Director. The request must contain the following:
 - a. Specific violations of internship policy/procedures and/or examples of failure to perform competently along with appropriate documentation. Examples:
 - Two preceptor evaluations indicate that the performance in a significant area is less than satisfactory in the rotation evaluation report.
 - Failure to show up to a rotation facility without contacting the preceptor
 - Plagiarism is observed on the submission of internship work
 - b. Terms of probation.

- c. Consequences for failure to meet terms of probation.
- d. The Internship Director will review the request and allow or disallow the probation.
- e. Students with minimal chances of success in the program should be counseled into career paths that are appropriate to their ability
- f. The intern will be notified of the probation.
 - If the intern fails to meet the terms of the probation at any time during the probation period, the intern may be counseled out of the program.

C. Disciplinary Action

Disciplinary action is for the purpose of calling to the attention of the intern the need to correct, improve or change behavior or productivity. The degree of discipline applied will be consistent with the necessity of corrective behavior change rather than inflict punishment for unsatisfactory behavior. Records of Progressive Disciplinary action are kept in the intern file and in a locked file cabinet.

Examples of unsatisfactory behavior that may warrant disciplinary action and/or dismissal include: failure to maintain quality or quantity of work required; excessive absenteeism and tardiness; failure to maintain appropriate or professional standards of dress or hygiene; disclosing confidential information; and inability to meet internship requirements.

Guideline for Progressive Disciplinary action steps:

1. Verbal warning with counseling
2. Written reprimand with counseling
3. Written warning of dismissal
4. Dismissal

Grounds for immediate dismissal may include but are not limited to mistreatment of patients, clients, preceptors, facility staff, other interns or the public; drug or alcohol use during internship or working hours; deliberate or willful violation of instructions or safety rules and plagiarism.

D. Termination

- The training facility may refuse educational access to its facilities, thus terminating any intern who does not meet and maintain employee standards for safety, health, ethics and behavior.
- Cause for dismissal from the district health department may also result in notice of termination from the Dietetic Internship Program.
- Maintaining GDPH Employment

- a. Interns must remain employed at their current place of employment from the time of acceptance until completion of the internship. Employment will then continue according to the signed contractual agreement.
 - b. Failure to remain employed with the originating facility can result in termination of the internship position. This policy supports the professional ethics of the Academy of Nutrition and Dietetics and the Georgia Board of Examiners of Licensed Dietitians.
- Written notification will be given to interns about their deficits in the Dietetic Internship Program. The notice of termination will include information about grievance procedures.

Problem Solving Skills and Challenges

The internship may present some problems therefore; interns must be able to resolve problems and conflicts when they occur. There will not be perfect days. On top of a heavy load of work, you will face challenges and people who are not always operating at their best and conflicts may occur as a result. Learning to resolve problems with people is crucial to being a great professional. It is how you choose to resolve the problems that will make you a winner in the situation. It is important to be flexible and know that you will face many situations which may rearrange your plans and schedule. That is part of the internship; learning to work in real situations.

Code of Ethics

The Academy of Nutrition and Dietetics and its credentialing agency, the Commission on Dietetic Registration, believe it is in the best interest of the profession and the public it serves to have a Code of Ethics in place that provides guidance to dietetics practitioners in their professional practice and conduct. Dietetics practitioners have voluntarily adopted a Code of Ethics to reflect the values and ethical principles guiding the dietetics profession and to outline commitments and obligations of the dietetics practitioner to client, society, self, and the profession.

The Ethics Code applies in its entirety to members of the Academy of Nutrition and Dietetics who are Registered Dietitians (RD's) or Dietetic Technicians, Registered (DTR's). Except for aspects solely dealing with membership, the Code applies to all RD's and DTR's who are not members of the Academy of Nutrition and Dietetics. All of the aforementioned are referred to in the Code as "dietetics practitioners." By accepting membership in the Academy of Nutrition and Dietetics and/or accepting and maintaining Commission on Dietetic Registration credentials, members of the Academy of Nutrition and Dietetics and the Commission on Dietetic Registration credentialed dietetics practitioners agree to abide by the Code.

Principles:

1. The dietetics practitioner conducts himself/herself with honesty, integrity, and fairness.
2. The dietetics practitioner practices dietetics based on scientific principles and current information.
3. The dietetics practitioner presents substantiated information and interprets controversial information without personal bias, recognizing that legitimate differences of opinion exist.
4. The dietetics practitioner assumes responsibility and accountability for personal competence in practice, continually striving to increase professional knowledge and skills and to apply them in practice.
5. The dietetics practitioner recognizes and exercises professional judgment within the limits of his/her qualifications and collaborates with others, seeks counsel, or makes referees when appropriate.
6. The dietetics practitioner provides sufficient information to enable clients and others to make their own informed decisions.
7. The dietetics practitioner protects confidential information and makes full disclosure about any limitations on his/her ability to guarantee full confidentiality.
8. The dietetics practitioner provides professional services with objectivity and with respect for the unique needs and values of individuals.
9. The dietetics practitioner provides professional services in a manner that is sensitive to cultural differences and does not discriminate against others on the basis of race, ethnicity, creed, religion, disability, sex, age, sexual orientation, or national origin.
10. The dietetics practitioner does not engage in sexual harassment in connection with professional practice.
11. The dietetics practitioner provides objective evaluations of performance for employees and coworkers, candidates for employment, interns, professional association memberships, awards, or scholarships. The dietetics practitioner makes all reasonable effort to avoid bias in any kind of professional evaluation of others.
12. The dietetics practitioner is alert to situations that might cause a conflict of interest or have the appearance of a conflict. The dietetic practitioner provides full disclosure then a real or potential conflict of interest arises.
13. The dietetics practitioner who wishes to inform the public and colleagues of his/her services does so by using factual information. The dietetics practitioner does not advertise in a false or misleading manner.
14. The dietetics practitioner promotes or endorses products in a manner that is neither false nor misleading.

15. The dietetics practitioner permits the use of his/her name for the purpose of certifying that dietetics services have been rendered only if he/she has provided or supervised the provision of those services.
16. The dietetics practitioner accurately presents professional qualifications and credentials.
 - a. The dietetics practitioner uses Commission on Dietetic Registration awarded credentials (“RD” or “Registered Dietitian”; “DTR” or “Dietetic Technician, Registered”; “CSP” or “Certified Specialist in Pediatric Nutrition”; “CSR” or “Certified Specialist in Renal Nutrition”; and “FAND” or “Fellow of The Academy of Nutrition and Dietetics”) only when the credential is current and authorized by the Commission on Dietetic Registration. The dietetics practitioner provides accurate information and complies with all requirements of the Commission on Dietetic Registration program in which he/she is seeking initial or continues credentials from the Commission on Dietetic Registration.
 - b. The dietetics practitioner is subject to disciplinary action for aiding another person in violating any Commission on Dietetic Registration requirements or aiding another person in representing himself/herself as Commission on Dietetic Registration credentialed when he/she is not.
17. The dietetics practitioner withdraws from professional practice under the following circumstances:
 - a. The dietetics practitioner has engaged in any substance abuse that could affect his/her practice;
 - b. The dietetics practitioner has been adjudged by a court to be mentally incompetent;
 - c. The dietetics practitioner has an emotional or mental disability that affects his/her practice in a manner that could harm the client or others.
18. The dietetics practitioner complies with all applicable laws and regulations concerning the profession and is subject to disciplinary action under the following circumstances:
 - a. The dietetics practitioner has been convicted of a crime under the laws of the United States, which is a felony or misdemeanor, an essential element of which is dishonesty, and which is related to the practice of the profession.
 - b. The dietetics practitioner has been disciplined by a state, and at least one of the grounds for the discipline is the same or substantially equivalent to these principles.
 - c. The dietetics practitioner has committed an act of misfeasance or malfeasance, which is directly related to the practice of the profession as determined by a court of competent jurisdiction, a licensing board, or an agency of a governmental body.

19. The dietetics practitioner support and promotes high standards of professional practice. The dietetics practitioner accepts the obligation to protect clients, the public, and the profession by upholding the Code of Ethics for the Profession of Dietetics and by reporting alleged violations of the Code through the defined review process of the Academy of Nutrition and Dietetics and its credentialing agency, the Commission on Dietetic Registration.

Statement of Equal Opportunity

The program adheres strictly to the anti-discrimination policy of the Georgia Department of Public Health. Interns of the Dietetic Internship program are subject to the provision of the federal civil rights, equal employment, vocational rehabilitation/handicapped, equal pay and age discrimination based on race, sex, color, religion, physical or mental handicap, national origin, age or political affiliation.

Standards of Professional Behavior

Interns are exposed to the code of ethics and the guidelines for professional conduct of the Academy of Nutrition and Dietetics (AND) in their orientation to the program.

Interns are expected to adhere to the following guidelines:

1. Interns will not disrupt the operation of the cooperating facility.
2. Interns are expected to dress and conduct themselves in a professional manner for each facility. Standards are set by the facility and/or preceptor and should be communicated to the intern at the beginning the rotation.
3. The institution reserves the right to adjust intern's experience if conduct and/or dress do not meet standards.
4. The number of interns assigned to a facility, intern schedules, and objectives will be determined in cooperation with the cooperating department supervisor.
5. Interns will be provided an orientation to the cooperating facility including employee dress, confidentiality, human rights, ethical considerations, and liability.
6. Interns will function within the organizational framework of the cooperating facility; policies and procedures for the institution will be available to the interns.
7. The cooperating facility has the right to withhold use of the facility for failure to follow its policies and procedures as well as accepted standards for health and behavior.
8. Transportation to cooperating facilities is the responsibility of the individual intern.
9. Work hours may vary from rotation to rotation and within rotations so it is important for interns to be flexible. Preceptors should communicate expectations to the intern at the beginning of the rotation and provide updates as necessary.

ATTACHMENT A

**Georgia Department of Public Health Dietetic Internship
Intern File Check List**

Intern Name: _____ **Signature:** _____ **District:** _____

- _____ Signed GDPH Internship Contract (All Signatures Required)
- _____ (Medical Clearance Form) Statement of good health to participate in the program from a medical provider.
- _____ Documentation of TB (PPD) Skin Test, results or chest x-ray within past year
- _____ Documentation of rubella vaccination
- _____ Documentation of MMR immunization
- _____ Documentation of varicella exposure or positive varicella immune titer
- _____ Evidence of current tetanus toxoid (within the past ten years)
- _____ Proof of Hepatitis B vaccine series or documentation of decline
- _____ Evidence of a seasonal flu shot (optional, but recommended at the beginning of flu season)
- _____ Documentation of Student Membership in ADA
- _____ Documentation of Membership in the Georgia Dietetic Association
- _____ Documentation of Membership in Georgia Public Health Association (optional)
- _____ Proof of Liability Insurance - \$1,000,000 per occurrence/\$3,000,000 aggregate
- _____ Proof of Health Insurance
- _____ Proof of Automobile Insurance
- _____ Copy of Driver's License
- _____ Current Photo and Resume

Some rotation facilities may require additional documents. Examples include a drug screening or background check, or additional vaccinations. It is the student's responsibility to contact each facility and inquire about requirements prior to the rotation. Failure to comply may prevent the intern from completing the internship.

_____ I have contacted each of my rotation facilities to inquire about additional requirements:

Facility Name	Rotation	Requirement	Due Date	Completion Date

ATTACHMENT B

Medical Clearance Form

DEPARTMENT OF PUBLIC HEALTH
 Nutrition Section
 2 Peachtree Street, Suite 11-224
 Atlanta, Georgia 30303
 (404) 657-2884

Name _____ Social Security # _____

Date of Birth _____ Sex: M _____ F _____

Instructions: Part I must be completed by the intern. Part II and III must be completed by your primary physician.

PART I

- | | |
|--------------------------------------|---|
| _____ Severe headaches | _____ Stomach Trouble |
| _____ Dizziness or Fainting Spells | _____ Kidney or Gall Stones |
| _____ Unconsciousness or Seizures | _____ Blood, Sugar, Pus in Urine |
| _____ Hay Fever or Allergies | _____ Alcohol or Drug Addiction |
| _____ Asthma or Bronchitis | _____ Jaundice or Liver Disease |
| _____ Arthritis | _____ Diabetes Mellitus |
| _____ Lung disease or Tuberculosis | _____ Anemia or Blood Disorders |
| _____ Heart Trouble | _____ Cancer or other Tumors |
| _____ High Blood Pressure | _____ Significant Emotional or Psychological Difficulties |
| _____ Operations or Serious Injuries | _____ Any disorder not listed? |

Remarks: (Please explain any positive responses, with dates)

PART II

Immunizations

1. **Tetanus and Diphtheria (TD):** (Boosters are required every 10 years; Please update if not current)

Booster Date: _____

2. **Rubella:** (Recommended for women of child bearing age)

Vaccine Date: _____ or Titer: _____

3. **Measles:** (Revaccination is recommended for all persons born after 1957)

Date: _____

TUBERCULOSIS SCREENING

1. Skin Test Date: _____ Pos _____ Neg _____

(Note: A chest x-ray is required for any new TB skin test converters.)

PART III – (To be completed by your primary care physician or private physician)

To The Physician: This student is required to provide medical clearance data prior to assignment in various hospital and clinical settings. All medical information will be kept confidential. Please review Parts I and II and update all immunizations and tests required.

Height _____ Weight _____ Blood Pressure _____ Pulse _____ Heart Exam _____
Lungs _____

1. Is the student in good physical condition? _____
2. Does the student have any handicap or emotional or physical disability? _____

3. Is the student free of any communicable disease? _____

Date _____ Signature: _____

Address: _____

City, State: _____

Phone #: _____

ATTACHMENT C

ROTATION FACILITY ORIENTATION CHECKLIST

- To whom to report (Main Preceptor) _____
- Parking
- Facility access
- Tour of facility
- Workspace
- Dress code
- Schedule
- General work hours
- Rest breaks and meal period rules
- Attendance expectations: sick policy, advance notice
- Communication procedures and contact information
- Relevant policies/procedures
- Competency grid/Curriculum

ATTACHMENT D

DPH Dietetic Internship Training Schedule
 June 2012 – June 2013
 (Does not include CourseSites.com)

Date	Assignment	Didactic or Practice Hours	Location	Cost	Information
May 23, 2012	Statewide Internship Contract 9:00 am - Noon		Face to Face Meeting at Clayton State College or SABA Centra (Desktop Sharing Application) if not traveling		Meeting is a detailed review of the internship contract that will be signed between the intern and the district office. It should be attended by interns, and supervisors. Preceptors and other district management (optional).
June 4- 5, 2012 GROUP A	Community Needs Assessment	16 Practice Hours	Amicalola Falls State Park and Lodge 418 Amicalola Falls State Park Road Dawsonville, Georgia 30534	Mileage, Lodging, Meals	http://www.cvent.com/events/community-needs-assessment-skills-for-public-health-practitioners/event-summary-371f595a9cd34925a549196d59d12b0a.aspx Meeting is for interns and community preceptors.
June 6, 2012 Community Preceptors Only	Community Preceptor Training		Clayton State College		Community Preceptors only.
June 11-13. 2012	Intern Orientation	24 Didactic Hours	Clayton State College	Mileage, Lodging, Meals	Meeting is for interns and supervisors.
June 18-20, 2012	Community Track Orientation (Group A) Or Clinical/Food Service Track Orientation (Group B)	24 Didactic Hours	Clayton State College	Mileage, Lodging, Meals	Meeting is for interns and community, clinical and food service preceptors.
July 18, 2012 GROUP A	OASIS Training/Economic Evaluation	8 Practice Hours	Clayton State College	Mileage, Lodging, Meals	Provided by GDPH Office of Health Indicators for Planning (OHIP) Meeting is for interns and community preceptors.

Date	Assignment	Didactic or Practice Hours	Location	Cost	Information
July 19-20, 2012 GROUP A	Grant Writing Training	16 Practice Hours	Clayton State College	Mileage, Lodging, Meals	http://www.cvent.com/events/grant-writing-and-development-for-the-public-health-practitioner/event-summary-1bb38e7022f04f1694d7f37237f59017.aspx Meeting is for interns and community preceptors.
August 7-9, 2012 GROUP A	National Conference on Health Communication, Marketing and Media (NPHIC, SAMHSA, and CDC)	24 Practice Hours	Atlanta, GA	Mileage, Lodging, Meals SWO will pay for registration fees	For interns in Group A, who are unable to attend GPHA in the spring.
August 29, 2012	VENA/Breastfeeding Training	8 Practice Hours	Macon State College	Mileage	Rochelle Dillon at rddillon@dhr.state.ga.us . Tammy Fuller at tafuller@dhr.state.ga.us .
August 30, 2012	Motivational Interviewing/ Nutrition Assessment	8 Practice Hours	Macon State College	Mileage	http://www.gphct.uga.edu/training Meeting is for all interns and preceptors.
August 31, 2012 Group A	Infants and Children With Special Needs	8 Practice Hours	Macon State College	Mileage	Meeting is for interns and community preceptors.
September TBA GROUP B	Grady Diabetes Course – should be attended during the clinical or diabetes course.	24 Practice Hours	Emory University School of Medicine, Grady Campus 49 Jesse Hill Jr. Drive SE Atlanta, GA 30303	Mileage, Lodging, Meals SWO will pay \$375 registration fee	http://medicine.emory.edu/divisions/endocrinology/diabetes_education_center/professionals/diabetes_course/index.cfm Interns must complete pre-reading.
September 26-29, 2012 Group A	Children’s Health Care of Atlanta (CHOA) Pediatric Practicum	24 Practice Hours	Children’s Health Care of Atlanta	Mileage, Lodging, Meals SWO will pay registration fee	Practicum is for interns.
November 5-7, 2012 GROUP B (Alternate Date)	Grady Diabetes Course – should be attended during the clinical or diabetes rotation.	24 Practice Hours	Emory University School of Medicine, Grady Campus 49 Jesse Hill Jr. Drive SE Atlanta, GA 30303	Mileage, Lodging, Meals SWO will pay \$375 registration fee	http://medicine.emory.edu/divisions/endocrinology/diabetes_education_center/professionals/diabetes_course/index.cfm Interns must complete pre-reading.

Date	Assignment	Didactic or Practice Hours	Location	Cost	Information
November TBA Group A	WIC Monitoring Tool Training	8 Practice Hours	Clayton State College	Mileage	Meeting is for interns and community preceptors.
November TBA Group A	Good Measure Meals Site Visit	8 Practice Hours	Good Measure Meals 181 Armour Drive, NE Atlanta, GA 30324	Mileage	www.goodmeasuremeals.com Site visit is for interns. Documentation and summary of visit is required.
December 17-19, 2012	Community Track Orientation (Group B) Or Clinical/Food Service Track Orientation (Group A)	24 Didactic Hours	Clayton State College	Mileage, Lodging, Meals	Meeting is for interns and community, clinical and food service preceptors.
TBA – January 2013 GROUP B	Community Needs Assessment	16 Practice Hours	Amicalola Falls State Park and Lodge 418 Amicalola Falls State Park Road Dawsonville, Georgia 30534	Mileage, Lodging, Meals	http://www.cvent.com/events/community-needs-assessment-skills-for-public-health-practitioners/event-summary-371f595a9cd34925a549196d59d12b0a.aspx Meeting is for interns and community preceptors.
TBA- February 2013 GROUP B	Grant Writing Training	16 Practice Hours	Dolce Atlanta-Peachtree 201 Aberdeen Parkway Peachtree City, Georgia 30269	Mileage, Lodging, Meals	http://www.cvent.com/events/grant-writing-and-development-for-the-public-health-practitioner/event-summary-1bb38e7022f04f1694d7f37237f59017.aspx Meeting is for interns and community preceptors.
TBA- February 2013 GROUP B	OASIS Training/Economic Evaluation	8 Practice Hours	Clayton State College	Mileage	http://www.gphct.uga.edu/training Meeting is for interns and community preceptors.
February 25-27, 2013 GROUP A	Grady Diabetes Course – should be attended during the clinical or diabetes rotation.	24 Practice Hours	Emory University School of Medicine, Grady Campus 49 Jesse Hill Jr. Drive SE Atlanta, GA 30303	Mileage, Lodging, Meals SWO will pay \$375 registration fee	http://medicine.emory.edu/divisions/endocrinology/diabetes_education_center/professionals/diabetes_course/index.cfm Interns must complete pre-reading.

Date	Assignment	Didactic or Practice Hours	Location	Cost	Information
March TBA Group B	Infants and Children with Special Needs	8 Practice Hours	Clayton State College	Mileage	Meeting is for interns and community preceptors.
March TBA Group B	Children’s Health Care of Atlanta (CHOA) Pediatric Practicum	24 Practice Hours	Children’s Health Care of Atlanta	Mileage, Lodging, Meals SWO will pay registration fee	Practicum is for interns.
April 11-12, 2013 Group B	Georgia Public Health Association	16 Practice Hours	Crown Plaza Ravinia 4355 Ashford Dunwoody Road Atlanta GA 30346	Mileage, Lodging and Meals Student Membership (\$20) SWO will pay \$250 registration fee	www.gapha.org
May TBA Group B	WIC Monitoring Tool Training	8 Practice Hours	Clayton State College	Mileage	Meeting is for interns and community preceptors.
May TBA Group B	Good Measure Meals Site Visit	8 Practice Hours	Good Measure Meals 181 Armour Drive, NE Atlanta, GA 30324	Mileage	www.goodmeasuremeals.com Site visit is for interns. Documentation and summary of visit is required.
May 20-22, 2013 GROUP A (Alternate Date)	Grady Diabetes Course – should be attended during the clinical or diabetes rotation	24 Practice Hours	Emory University School of Medicine, Grady Campus 49 Jesse Hill Jr. Drive SE Atlanta, GA 30303	Mileage, Lodging, Meals SWO will pay \$375 registration fee	http://medicine.emory.edu/divisions/endocrinology/diabetes_education_center/professionals/diabetes_course/index.cfm Interns must complete pre-reading.
June 24-26, 2013	RD Review Course Tentative	24 Didactic Hours	Clayton State College	Mileage, Lodging, Meals SWO will pay the registration fee	Meeting is for interns.
June 28, 2013	Internship Graduation - Tentative		Clayton State College		Meeting is for interns, supervisors, preceptors and family members.



ATTACHMENT E

DPH Dietetic Internship

INTERN ORIENTATION – June 11-13, 2012

Objectives:

- Participants will be able to state the mission, vision, and goals of the DPH DI.
- Participants will be able to identify expectations and characteristics of successful interns.
- Participants will be able to identify opportunities for self-improvement in the required competencies and will address learning needs in an action plan.
- Participants will be able to state the components of the code of ethics and the standards of practice.
- Participants will be able to identify their individual learning style.
- Participants will be able to successfully log in to blackboard.

Monday June 11, 2012	
8:00 am	Registration
8:30 am	Welcome and Introductions
9:00 am	Public Health Nutrition – A Career of a Lifetime Fred Grant, PhD, PMP, MBA, MPH
10:00 am	BREAK
10:15 am	Internship Philosophy, Goals, and Outcome Measures
11:00 am	Internship Employee/District Contract
11:30 am	Intern Expectations
12:15 noon	LUNCH
1:00 pm	Internship Handbook
2:30 pm	BREAK
2:45 pm	Internship Handbook
3:15 pm	Medical Terminology Proficiency Exam
4:00 pm	Adjourn and Reflection/Self-Assessment Homework



Tuesday, June 12, 2012	
8:00 am	RD Practice Exam
9:30 am	BREAK
9:45 am	Documentation Requirements, Forms, Logs, Evaluations
11:00 am	Introduction to Blackboard
12:15noon	LUNCH
1:00 pm	Code of Ethics – Marisa Moore, MBA, RD, LD
2:00 pm	Standards of Practice – Marisa Moore, MBA, RD, LD
2:45 pm	BREAK
3:00 pm	Self-Assessment Process and Action Plan Development
4:00 pm	Adjourn and Myers-Briggs Assessment Homework
Wednesday, June 13, 2012	
8:30 am	Welcome and Introduction of Speaker, Nicolle Harrison, MA
8:45 am	Learning Styles
10:30 am	BREAK
10:45 am	Myers-Briggs Assessment
12:15 noon	LUNCH
1:00 pm	Myers-Briggs Assessment
2:00 pm	BREAK
2:15 pm	Myers-Briggs Assessment
3:00 pm	Orientation Evaluation
3:30 pm	Adjourn



ATTACHMENT F

DPH Dietetic Internship

Intern Orientation – Community/Pediatric/Research Rotations

Monday, June 18, 2012	
8:30 am	Registration
9:00 am	Welcome and Ice Breaker
9:15 am	Community-Population Based Pre-Test
9:45 am	Overview: Community Nutrition Competencies and Curriculum
11:45 am	LUNCH
12:30pm	Community Needs Assessment – Dawn Comeau, PhD, MPH - Follow up to Training - Begin the needs assessment (group work)
4:30 pm	Post-Test and Adjourn
Tuesday, June 19, 2012	
8:00 am	Welcome and Ice Breaker
8:30 am	Nutrition Research Pre-Test
9:00 am	Overview: Research Competencies and Curriculum
9:30 am	Research Topics – Dawn Comeau PhD, MPH -Conducting Research: An Overview
10:00 am	BREAK
10:15 am	Research Topics – Dawn Comeau PhD, MPH -Components of Research -Introduction to OASIS – online analytical statistical information system
12:15 noon	LUNCH
1:00pm	Research Topics – Dawn Comeau PhD, MPH -Research Article Critique -Brainstorming Activity
4:30 pm	Post-Test and Adjourn

Wednesday, June 20, 2012	
8:00 am	Welcome and Ice Breaker
8:15 am	Community – Clinical Pre-Test
8:45 am	Nutrition Care Process – Freda Mitchem RD, LD
11:30 PM	LUNCH
12:15 pm	Nutrition Care Process – Freda Mitchem RD, LD Case Studies Practice
1:15 pm	BREAK
1:30 pm	Overview: Community Competencies and Curriculum - Clinical
2:15 pm	Self-Assessment Action Plan Group Work
3:00 pm	Community/Public Health Track Wrap-Up -Curriculum Questions -Didactic Training/Blackboard Assignments -Community/Public Health Resources
3:45 pm	Community Track Orientation Evaluation
4:00 pm	Post-Test, Orientation Evaluation and Adjourn



ATTACHMENT G

DPH Dietetic Internship

Intern Orientation – Clinical/Food Service Rotations

Monday, June 18, 2012	
8:30 am	Registration
9:00 am	Welcome and Ice Breaker
9:15 am	Food Service Pre-Test
9:30 am	Self-Assessment Action Plan Group Work
10:15 am	BREAK
10:30 am	Overview: Food Service Competencies and Curriculum
11:30 am	LUNCH
12:15pm	School Food Service Topics: Marilyn Hughes , PhD, RD, LD
2:15 pm	BREAK
2:30 pm	Hospital Food Service Topics: Doug Carr, MS, RD, LD
4:30 pm	Post-Test and Adjourn
Tuesday, June 19, 2012	
8:00 am	Welcome and Ice Breaker
8:30 am	Clinical Pre-Test
8:45 am	Self-Assessment Action Plan Group Work
9:30 am	Overview: Clinical Competencies and Curriculum
10:30 am	BREAK
10:45 am	-Pressure Ulcers Rhonda Tankersley, MPH, RD, LD
12:00	LUNCH



12:45pm	-Enteral and Parenteral Nutrition -Food/Medication Interaction (Case Study/Homework) Donna Plummer, MS, RD, LD
2:45 pm	BREAK
3:00 pm	-Bariatric Nutrition Deborah A. Hoerner, RD, LD
4:30 pm	Post-Test and Adjourn
Wednesday, June 20, 2012	
8:00 am	Welcome and Ice Breaker
8:15 am	Renal and Diabetes Pre-Test
8:45 am	Nutrition Care Process – Freda Mitchem, RD, LD
11:30 am	LUNCH
12:15 pm	Nutrition Care Process – Freda Mitchem, RD, LD -Case Studies -Practice
1:15 pm	BREAK
1:30 pm	Overview: Renal and Diabetes Competencies and Curriculum
2:00 pm	-Diabetes and Renal Nutrition Cheryl Gullickson, MS, RD, LD
3:45 pm	Clinical/Food Service Track Orientation Evaluation
4:00 pm	Post-Test and Adjourn

Community Nutrition/Public Health Research Curriculum for Supervised Practice

Type of Experience/Rotation: Community Nutrition/Public Health Research

Weeks of Supervised Practice 25

Practice Hours 600

Didactic Hours TBD

1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice

DI 1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes
DI 1.2 Apply evidence based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetic practice
DI 1.3 Justify programs, products, services and care using appropriate evidence or data
DI 1.4 Evaluate emerging research for application in dietetics practice
DI 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis

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

DI 2.1 Practice in compliance with current federal regulations and state statutes and rules as applicable with accreditation standards and the AND Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics
DI 2.2 Demonstrate professional writing skills in preparing professional communications
DI 2.3 Design, implement, and evaluate presentations considering life experiences, cultural diversity, and educational background of the target audience
DI 2.4 Use effective education and counseling skills to facilitate behavior change
DI 2.5 Demonstrate active participation, teamwork, and contributions in group settings
DI 2.7 Refer clients and patients to other professionals and services when needs are beyond the individual scope of practice
DI 2.8 Demonstrate initiative by proactively developing solutions to problems
DI 2.9 Apply leadership principles effectively to achieve different outcomes
DI 2.10 Serve in professional community organization

DI 2.11 Establish collaborative relationship with internal and external stakeholders, including patients, clients, care givers, physicians, nurses, and other health professionals, administrative and support personnel to facilitate individual and organizational goals
DI 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization, and work ethic within various organizational cultures
DI 2.13 Perform self assessment , develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration
DI 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background

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

<p>DI 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</p> <ul style="list-style-type: none"> a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered b. Diagnose nutrition problems and create problem etiology, signs and symptoms, PES statements c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention d. Monitor and evaluate problems, etiologies, signs, symptoms, and the impact of interventions on the nutrition diagnosis
DI 3.2 Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing
DI 3.4 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions
DI 3.5 Deliver respectful, science-based answers to consumer questions concerning emerging trends

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

DI 4.1 Use organizational processes and tools to manage human resources
DI 4.3 Apply systems theory and a process approach to make decisions and maximize outcomes
DI 4.4 Participate in public policy activities, including both legislative and regulatory initiatives
DI 4.5 Conduct clinical and customer service quality management activities
DI 4.6 Use current informatics technology to develop, store, retrieve, and disseminate information and data
DI 4.7 Prepare and analyze quality, financial or productivity data and develop a plan for intervention
DI 4.8 Conduct feasibility studies for products, programs, or services with consideration of costs and benefits
DI 4.10 Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies
DI 4.11 Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting
DI 4.12 Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers

5. Concentration Competencies: Public Health Nutrition

CC 5.1 Apply principles learned in core public health and DI courses to the multidisciplinary application of public health nutrition
CC 5.2 Evaluate emerging public health research and develop evidence based solutions to current public health issues

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>Professional Development Assessment</p> <ul style="list-style-type: none"> - Attend internship orientation - Complete Professional Self Assessment using Self Assessment Tool for Public Health/Community Nutritionists from The University of Minnesota and use the results to identify individual strengths and weaknesses. - Develop an action plan to address weaknesses and keep a copy for your files. This document will be used at the beginning of each rotation in the development of rotation goals (using Goals and Reflection form). - Read Mission and Philosophy of Agency and Dietetic Internship Program, Code of Ethics for the Profession of Dietetics and GDPH Dietetic Internship Policy and Procedure Program Manual. 	<p>DI 2.1 DI 2.13</p>	<p>http://www.epi.umn.edu/let/assessment/index.html</p> <p>*Code of Ethics, Academy of Nutrition and Dietetics.</p> <p>*GDPH Dietetic Internship Policy & Procedure Handbook.</p> <p>*Resources for Ethical Dilemmas in Dietetics JADA, 2000, 100:515.</p> <p>*Dietetics: Legalities, Ethics and Eccentricities, JADA, 2000, 100:519-523.</p>	<p>Complete the conference/training summary form.</p> <p>Complete the core competencies for dietitians documentation form for the professional development assessment activity.</p> <p>Attach the results of Self-Assessment Tool for Public Health/Community Nutritionists, including action plan.</p> <p>Submit to preceptor for grading.</p>
<p>Community Needs Assessment</p> <ul style="list-style-type: none"> - Attend Community Needs Assessment Training. - Complete all required components of Community Needs Assessment. 	<p>DI 1.3 DI 2.2 DI 2.5 DI 2.8 & DI 2.12 DI 3.1 & DI 4.3 DI 4.6 & DI 4.11 CC 5.1 & CC 5.2</p>	<p>http://www.schs.state.nc.us/schs/data/data/book/2002/GuideBook2002.pdf</p> <p>http://www.thecommunityguide.org/index.html</p> <p>*Community Toolbox” www.ctb.ku.edu</p>	<p>Complete the conference/training summary form.</p> <p>Complete the core competencies for dietitians documentation form for this activity. Attach the completed Community Needs</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
			Assessment. Submit to preceptor for grading. Preceptor will grade using the Final Report Rating Sheet for Community Needs Assessment.
<p>Attend OASIS Training</p> <ul style="list-style-type: none"> - Use OASIS program as part of data collection for community needs assessment and needs assessment related to grant writing experience and research project. - Write a report of how OASIS was utilized during your community rotation. 	DI 1.3 DI 4.5	http://oasis.state.ga.us/	Complete the conference/training summary form. Complete the core competencies for dietitians documentation form for this activity and attach the completed conference training summary form and the written report of how OASIS was utilized in your community rotation,(i.e., community needs assessment, grant writing, etc) Submit to preceptor for grading.
<p>Grant Writing</p> <ul style="list-style-type: none"> - Attend Grant Writing Training - Write for an available grant 	DI 2.2 DI 2.5 DI 2.12	http://is3.med.uwo.ca/cei/documents/board%20and%20dawson%202003.pdf http://www.grantwritersonline.com/pdf/grant	Complete the conference/training summary form. Complete the core

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
	DI 4.3 DI 4.6 DI 4.10 DI 4.11	_proposal_checklist.pdf http://wicworks.nal.usda.gov/topics-z/grants	competencies for dietitians documentation form for this activity Attach the completed grant along with the grant guidelines check list (this will come with the grant). Submit to preceptor for grading.
<p>Economic Evaluation</p> <ul style="list-style-type: none"> - Attend Economic Evaluation Training - Complete cost/benefit project (work with community preceptor and District NSD to identify a cost/benefit project) (examples: WIC outreach activities, WIC fruit and vegetable vouchers, WIC Breastfeeding Peer Counselor Program , WIC Farmer’s Market Program)	DI 1.1 DI 1.3 DI 2.12 DI 4.7 DI 4.8	<p>The Practitioner's Guide to Cost Effectiveness Analysis of Nutrition Interventions www.mchlibrary.info/pubs/PDFs/NtrnCstEff_An1.pdf</p> <p>The Economic Analysis of Nutrition Projects siteresources.worldbank.org/NUTRITION/.../To013-frontmat.pdf</p>	Complete the conference/training summary form. Complete the core competencies for dietitians documentation form for the cost benefit activity. Attach a completed cost benefit analysis project Submit to preceptor for grading.

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>Monitoring Tool</p> <ul style="list-style-type: none"> - Attend the monitoring tool training - Using the WIC Procedures Manual nutrition education and breastfeeding monitoring tool conduct a monitoring review session at a local WIC clinic. - Using power point, create a presentation that highlights clinic best practices and opportunities for improvement. - Present the findings to local WIC clinic staff and management and facilitate planning that will address any deficiencies. - Review missed appointments in local WIC clinic and develop a survey to be used in follow up with clients to determine reasons for missed appointments. - Present findings in written format to clinic management with recommendations for solution. 	<p>DI 1.3 DI 1.4 DI 2.2 DI 2.5 DI 2.8 DI 2.11 DI 2.12 DI 2.14 DI 3.2 DI 4.5 DI 4.7</p>	<p>http://wic.ga.gov/publications.asp</p> <p>Go to 2012 Procedures Manual and scroll to monitoring tool</p> <p>http://www.nal.usda.gov/wicworks/Topics/WICnutStand.pdf</p>	<p>Complete the conference/training summary form.</p> <p>Complete the presentation self evaluation form after the presentation to WIC clinic staff and management is concluded</p> <p>Complete the core competencies for dietitians documentation form for the monitoring tool activity. Attach completed monitoring tool, power point, and corrective action plan, and presentation self evaluation. Submit to preceptor for grading.</p> <p>Complete the core competencies for dietitians form for the missed appointment review activity. Attach survey tool, summary of survey results, and recommendations Submit to preceptor for grading</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>Public Health Conference</p> <ul style="list-style-type: none"> - Attend CDC Health Communications Conference or Georgia Public Health Association Annual Meeting 	<p>DI 1.4 DI 2.4 DI 3.2 CC 5.2</p>		<p>Complete the conference/training summary form and attach a written report of each workshop/session attended to include abstract information, potential implications to RD practice and changes you will make in your practice of nutrition and WIC based on what you learned.</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>Client Education Material</p> <ol style="list-style-type: none"> 1. Develop client education material using Microsoft Publisher. The format used may be either a full page, booklet style or tri-fold brochure. 2. The material must contain accurate, evidence-based nutritional information. The information should be thorough, but not overwhelming. 3. The material must be visually appealing, demonstrate proper use of space on the material and use appropriate fonts for maximum readability. Proper use of graphics and photos is expected. 4. The material must include easy-to-read paragraphs, be written at the 6th Grade reading level and include no grammatical or spelling errors. 5. Include resources used in a bibliography with references provided on a separate sheet. You may use the EAL and/or other sources. <ol style="list-style-type: none"> a. Data tables, nutrient values must be properly cited b. Government information is not copyrighted c. ADA materials are copyrighted. 6. Prepare a report to accompany the material, including the following information: <ol style="list-style-type: none"> a. The purpose of the material – the 	<p>DI 1.3 DI 1.4 DI 3.2 DI 3.4 DI 3.5 DI 4.6</p>	<p>www.extension.iastate.edu/Publications/sp119.pdf</p> <p>www.dhs.wisconsin.gov/wic/WICPRO/pdf_files/.../materials.doc</p> <p>http://wicworks.nal.usda.gov/nutrition-education/developing-educational-materials</p> <p>http://wicworks.nal.usda.gov/nutrition-education/evaluating-nutrition-education</p>	<p>Complete the core competencies for dietitians form for the client education material activity. Attach the education material developed along with the written report detailing purpose, intended audience, and expected outcomes as stated in step 6 of the activity.</p> <p>Submit to preceptor for grading.</p> <p>Preceptor must ensure that steps 1-6 have been fully addressed in development of client education material</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>reason you are doing the material, such as a problem that needs to be solved, information that needs to be gathered (surveys) , or information that needs to be given out</p> <p>b. The audience for the material – who will receive the benefit of your material</p> <p>c. The expected outcomes for the material – what you want the audience to ultimately do, such as eat more vegetables, wash their hands, or decrease the HbA1C. These are things that could be measured. There is an expectation of accountability, and we are often called to define our work into measurable outcomes. Thus, it is important to recognize outcomes and how to measure them.</p>			
<p>Leadership</p> <ul style="list-style-type: none"> - Obtain student membership in GPHA. - Review the GPHA website and make a report of emergent legislative issues in Georgia Public Health. - As a group make a conference call or meeting with the Chair and Vice Chair of the Nutrition Section to work on and implement a plan for membership increase among public health nutrition workforce and document all meetings, activities and outcomes. - Obtain student membership in AND 	<p>DI 2.5 DI 2.9 DI 2.10 DI 4.4</p>	<p>www.gapha.org</p> <p>action plan template - www.imiaweb.org/uploads/pages/219_5.doc</p> <p>www.eatright.org</p>	<p>Complete the core competencies for dietitians form and attach a report of emergent legislative issues in Georgia PH, minutes from any/all GPHA Nutrition Section conference calls, and the written action plan for GPHA nutrition membership increase, evidence of GPHA and AND membership</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>Attend at least one community organization meeting (ex Head Start Advisory, Family Connections, BCW Interagency Coordinating Council, Community BF Coalition, etc) and write a summary of the meeting detailing the role of nutrition and the registered dietitian relative to the mission/vision of the organization.</p>	<p>DI 2.5</p>		<p>Submit to preceptor for grading. Complete the core competencies for dietitians form for the community organization meeting activity and attach the completed summary of the community organization meeting and the role of the RD in the organization along with the agenda. Describe why you would or would not want to be a part of the organization. Submit to preceptor for grading.</p>
<p>Public Policy/Legislative</p> <ul style="list-style-type: none"> - Visit the NWA website. Summarize the contents of the website and state how you might use the information. - Research an agency and write a report to include information about their mission/vision, funding, governance, regulatory/accreditation, partnerships, clientele served/services or resources provided, data used to support funding, employment opportunities for nutritionist, objectives of agency, how 	<p>CC 5.1</p>	<p>http://www.nwica.org/ http://www.legis.ga.gov/en-US/default.aspx http://www.eatright.org/ http://www.healthypeople.gov/2020/about/default.aspx www.legis.ga.gov/</p>	<p>Complete the core competencies for dietitians form for <u>each</u> public policy/legislative activity (NWA website review and agency report) and attach written reports and/or other materials in support of activity completion Submit to preceptor for grading.</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>agency agenda fits in to AND, healthy people 2020, or WIC, and the role an RD can play in furthering the agency mission.</p> <ul style="list-style-type: none"> - Legislative assignment- identify senators and representatives (state and national), take action by either writing a letter, visiting a legislator, present to legislators, or attend a meeting where legislators are present like Healthy Mothers/Healthy Babies and report on meeting and legislators met. 	<p>DI 4.4</p>	<p>www.house.gov/representatives/find/</p> <p>www.hmhbga.org</p>	<p>Complete conference training/summary form if a meeting was attended</p> <p>Complete the core competencies for dietitians form for the legislative assignment and attach (if applicable) the conference summary training form, meeting agendas, letter to legislator, presentation given to legislators, or summary of meeting with legislators.</p> <p>Complete the presentation self evaluation form if a presentation was made to legislators.</p> <p>Submit to preceptor for grading</p>
<p>Nutrition Care Process</p> <ul style="list-style-type: none"> - Using NCP materials from orientation and resources listed, practice the NCP using the ADIME form for PH nutrition 	<p>DI 3.1 (a-d)</p> <p>DI 2.4</p> <p>DI 2.7</p> <p>DI 2.12</p>	<p>http://www.eatright.org/healthProfessionals/content.aspx?id=7077</p> <p>www.nal.usda.gov/.../ncp_toolkit.pdf</p>	<p>Complete the core competencies for dietitians form for the Nutrition Care Process activity and attach</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>practice by conducting 3 high risk (HIV, SHAPP, WIC, CMS, etc.) contacts with a variety of clients (i.e. adult, child, male, female, and differing medical diagnoses (i.e. LBW, GDM, etc.)</p>	<p>DI 4.11</p>	<p>ADIME form for PH nutrition practice (coursesites.com)</p> <p>www.nutritioncaremanual.org/</p>	<p>completed ADIME forms (with client identification removed). Submit to preceptor for grading.</p>
<p>Infants and Children with Special Needs</p> <ul style="list-style-type: none"> - Attend Infants and Children with Special Needs Training - Review special needs nutrition resources listed - Make appointments to meet with CMS/BCW/C1st District Program Coordinators - Write a summary of each program and define the role of nutrition and the dietitian in each of the programs - Visit local CMS clinics for at least one day and observe different disciplines within the CMS clinic and write a summary - Attend a BCW home visit or attend a BCW team meeting and write a summary 	<p>DI 1.3 DI 2.5 DI 2.11 DI 2.12 CC 5.1</p>	<p>www.health.state.ga.us/programs/bcw/</p> <p>www.health.state.ga.us/programs/cms/</p> <p>www.health.state.ga.us/childrensfirst/iindex.asp</p> <p>www.nutritioncaremanual.org</p> <p>Nutrition Focus/Newsletter for Children with Special Needs http://depts.washington.edu</p> <p>Toxicology Data Network http://toxnet.nlm.nih.gov</p> <p>Interactive DRI for Healthcare professionals http://fnic.nal.usda.gov</p> <p>Food Allergy & Anaphylaxis Network www.foodallergy.com</p> <p>CoFAR Food Allergy Educational Program www.cofargroup.org</p>	<p>Complete the conference/training summary form.</p> <p>Complete the core competencies for dietitians form for the Infants and Children with Special Needs activity. Attach</p> <ol style="list-style-type: none"> 1. Conference/training summary report. 2. Schedule of appointments with programs (CMS, BCW, C1st). 3. Written summary of each program which defines the role of nutrition and the dietitian. 4. Written summary of CMS clinic observation. 5. Written summary of home visit and/or team meeting. <p>Submit to preceptor for</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
		<p>Kids With Food Allergies www.kidswithfoodallergy.org</p> <p>Food Allergy Initiative www.faiusa.org</p> <p>Books:</p> <p><i>Feeding and Nutrition for the Child with Special Needs</i> By Marsha Dunn Klein and Tracy A. Delaney; Therapy Skill Builders.</p> <p><i>Nutrition Guidelines Volume I; Children With Special Needs section.</i> GA Dept. of Public Health; 1997.</p> <p><i>Children with Special Health Care Needs: Nutrition Care Handbook.</i> By Betty Lucas, MPH, RD. American Dietetic Association; 2004.</p> <p><i>Pediatric Nutrition in Chronic Diseases and Developmental Disorders: Prevention, Assessment and Treatment.</i> By Shirley Walberg; New York Oxford Univ.press. 1993.</p> <p><i>Pediatric Swallowing and Feeding Assessment and Management</i> By Joan C. Arvedson, Linda Brodsky; Singular Publishing Group, Inc. 1997.</p>	<p>grading.</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>by internship leadership.</p> <ul style="list-style-type: none"> - Contact local hospitals in respective health districts and introduce yourself as the public health nutritionist to build and foster working relationship between hospital and WIC program/Public Health Department. - Using the NCP, complete follow up of 2 high risk infants enrolled WIC, BCW, CMS, HRIFU, etc. (Use the ADIME for Public Health nutrition practice) 	<p>DI 2.5 DI 2.9</p> <p>DI 3.1 (a-d)</p> <p>DI 2.2</p>		<p>orientation/training/didactic evaluation form (to be completed by ALL attendees to the WIC presentation). Submit to preceptor for grading.</p> <p>Complete the core competencies for dietitians form for the hospital contact activity and attach written plans/notes from hospital contact activity and submit to preceptor for grading.</p> <p>Complete the core competencies for dietitians form for the NCP activity and attach ADIME for PH nutrition form for 2 high risk infant follow ups (with client identifiers removed) and submit to preceptor for grading. Complete core competencies for dietitians form for the</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>- Prepare and present information on practicum experience and present at a quarterly staff meeting using Prezi.com or create a module with case studies (in a group with other interns) to be shared with other PH nutritionists/dietitians</p> <p>(The community preceptor is expected to attend and evaluate the presentation using the group education/presentation evaluation form).</p>			<p>practicum presentation activity or module activity and attach presentation self evaluation form, audience evaluations (using the orientation/training/didactic evaluation form) and completed group education/presentation evaluation form (to be filled out by preceptor).</p> <p>If the module option is chosen for this activity, the peer evaluation form must be completed and turned in with the core competencies for dietitians form and the module.</p> <p>Submit to preceptor for grading</p>
<p>Public Health Programs Visit other public health programs (such as TB, CMS, Environmental, Epidemiology, and Community Care) and Public Assistance Programs (Food Stamps, TANF, Meals on Wheels, Summer Food Program) and compile a list of services with contact information in a brochure format.</p>	<p>DI 2.2 DI 2.5 DI 2.7 DI 2.8 CC 5.1</p>	<p>http://www.health.state.ga.us/programs/envservices/index.asp www.dhs.georgia.gov www.health.state.ga.us</p>	<p>Complete the core competencies for dietitians form for this activity and attach the completed resource guide and medical/dental provider guide</p> <p>Submit to preceptor for</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>Compile a list of medical and dental providers in your health district who accept Medicaid or provide pro bono services</p> <p>Using the template provided via blackboard, complete a resource guide for your county</p> <p>Meet with the Environmental Health Specialist at district office and review the restaurant safety and sanitation inspection tool</p> <ul style="list-style-type: none"> - Schedule an appointment to attend and observe a restaurant sanitation inspection with a local Environmental Health Specialist - Write a summary of the observation experience highlighting how an RD might play a role in EH services 	<p>DI 2.7</p> <p>DI 2.2</p> <p>DI 2.5</p>		<p>grading.</p> <p>Complete the core competencies for dietitians form for this activity and attach the written summary and completed restaurant inspection tool with identifying information removed.</p> <p>Submit to preceptor for grading.</p>
<p>Community Food Organizations</p> <ul style="list-style-type: none"> - Attend Good Measure Meals/Open Hand Site Visit - Write a report on both the profit and non-profit sides of this community food organization partnership and highlight the role of the registered dietitian in all services provided by Good Measure Meals and Open Hand - Indicate what, if anything you would add or change about current services provided and what you would do to make the changes happen. 	<p>DI 3.4</p>	<p>http://www.goodmeasuremeals.com/</p>	<p>Complete conference/training summary form.</p> <p>Complete core competencies for dietitians form for this activity and attach detailed report and conference/training summary form.</p> <p>Submit to preceptor for grading</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>Research</p> <ul style="list-style-type: none"> - Select the type of research design appropriate for project, select the sample, and adhere to ethical procedure. - Use the EAL to evaluate emerging public health research and develop evidence based solutions to current public health issues - Write a paper reporting the results of the research. - Include the following sections in your research paper: Abstract, Literature Review, Introduction, Subjects & Methods, Results & Discussion, Conclusion & Reference (Provide citations/references for all resources used for research paper) - Develop power point presentation of your research project to be presented via distance technology format during the last month of the community rotation. 	<p>DI 1.4 DI 1.5 DI 2.2 DI 4.3 DI 4.6 DI 4.11 CC 5.2</p>	<p>http://wicworks.nal.usda.gov/topics-z/wic-program-studies http://www.fns.usda.gov/ora/MENU/Published/WIC/WIC.htm</p>	<p>Complete the core competencies for dietitians form for this activity and attach research paper, presentation power point, presentation self evaluation, and audience evaluations (using orientation/training/didactic evaluation form. Submit to preceptor for grading</p>
<p>Group Nutrition Education</p> <ul style="list-style-type: none"> - Each intern must plan, present and evaluate an educational group presentation. Your preceptor must approve your presentation topic as well as the day and time for your presentation. You will need to make proper arrangements for the 	<p>DI 1.4 DI 2.2 DI 2.3 DI 2.4 DI 2.14 DI 3.2</p>	<p>http://www.nal.usda.gov/wicworks</p>	<p>Preceptor will attend the education session(s) and will use the group education/presentation evaluation form to evaluate the presentation.</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>presentation with your preceptor and those who will attend.</p> <ul style="list-style-type: none"> - For the presentation, the intern must develop a written lesson plan and include at least one visual aid for the presentation. These may be handouts, posters, slide presentations or other visual aids that are appropriate to the life experiences, cultural diversity and educational background of the target audience. - If you use food models or other 3D models, take a picture to submit for this activity. Be sure to utilize scientific reference materials and provide references for sources used on a handout to be reviewed by your preceptor (and by the audience if appropriate). - The intern must also evaluate the effectiveness of their presentation by measuring knowledge gained by the audience (pre/post test) and submit a report on this aspect of the project. - Topics for the presentation may include any subject appropriate for and relevant to the audience and approved by the preceptor. 	<p>DI 3.4 DI 3.5 DI 4.5</p>		<p>Complete the presentation self evaluation form</p> <p>Complete the core competencies for dietitians form for the group nutrition education activity and attach all materials pertinent to the creation of the presentation. Attach presentation self evaluation form and group education presentation evaluation form completed by preceptor</p> <p>Submit to the preceptor for final grading.</p>
<p>Professional Writing</p> <ul style="list-style-type: none"> - Write a health-related article or newsletter with a nutrition emphasis for a professional or lay newspaper or 	<p>DI 2.2 DI 3.4 DI 3.5</p>	<p>http://bhpr.hrsa.gov/grants/publichealth/trainingcenters/search.html</p> <p>Several library web pages provide criteria</p>	<p>Articles for newsletter to be reviewed by preceptor.</p> <p>Articles will be</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>newsletter in your geographical area. Publish the article or newsletter in a local print media (if possible). Must supply bibliography of sources used to preceptor at final evaluation</p> <ul style="list-style-type: none"> - Review a nutrition website and critique the information -is it reputable? 		<p>for evaluating Web pages.</p> <p>A good example is found at www.library.cornell.edu/okuref/webcrit.html. An excellent article called “Exploring Nutrition Information on the Internet” can be accessed at http://cetulare.ucdavis.edu/news/n0398exp.htm.</p> <p>A fact sheet, “Nutrition on the Internet”, discusses guidelines for evaluating nutrition websites is available for downloading and printing from the Nutrition Information Resource Center at Clemson University at www.clemson.edu/nutriweb/search_results.php?keywords=internet&slink=1&sonline=1&slib=1</p>	<p>published in local print media (if possible). Provide copies of published article to the preceptor. If not published, provide proof of your attempts. Complete the core competencies for dietitians form for the professional writing activity and attach the finalized article.</p> <p>Complete the core competencies for dietitians form for the website review activity and attach the written critique.</p> <p>Submit to preceptor for final grading</p>
<p>Community Collaboration</p> <ul style="list-style-type: none"> - Initiate or participate in a health fair in collaboration with community partners and, develop or locate a nutrition screening tool for implementation at the above health fair. - Prepare a referral resource list 	<p>DI 2.3 DI 3.4</p>	<p>Health Care Planning Resources</p> <p>http://fcs.tamu.edu/health/hfpg/</p> <p>healthymeals.nal.usda.gov/.../Health%20Fair%20Planning%20Kit.pdf</p>	<p>Obtain approval from preceptor prior to developing/selecting the screening tool.</p> <p>Complete the core competencies for dietitians form for this activity. Include</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>applicable to the geographic location of the health fair and the screening tool health target (example- BMI screening, if health fair participants BMI is found to be abnormal you would make a referral to a local dietitian, doctor, etc).</p> <ul style="list-style-type: none"> - Using the screening tool results make referrals as appropriate. 			<p>planning notes, nutrition screening tool selected with rationale and evidence of the tools validity (research scholarly articles for validity evidence), summary of health fair to include the number and types of people screened, referrals made, etc.</p> <p>Submit to preceptor for grading.</p>
<p>Lactation</p> <ul style="list-style-type: none"> - Attend VENA BF training - Review current scientific literature on lactation/breastfeeding - In written format, compare and discuss the composition of human milk, formulas, and supplements for premature and full-term infants in terms of calories, protein, calcium, phosphorous and fat. 	<p>DI 3.5</p>	<p>http://www.nal.usda.gov/wicworks/Learning_Center/Assessment_VENA.html</p> <p>www.nal.usda.gov/wicworks/.../MotivationallInterviewing.doc</p>	<p>Complete conference/training summary report</p> <p>Complete the core competencies for dietitians form for the human milk and breast milk comparison activity and attach the written comparison of human milk and formulas, including a bibliography</p> <p>Submit to preceptor for grading</p>
<p>Using NCP materials from orientation and resources listed, practice the NCP using the ADIME for Public Health nutrition practice</p>	<p>DI 2.4</p>		<p>Complete the core competencies for dietitians form for the</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>form while using motivational interviewing skills and techniques in local WIC clinic nutrition assessment and counseling sessions with at least 2 prenatal clients and 2 PPBF clients (Preceptor must observe and evaluate the counseling sessions)</p>			<p>NCP activity and attach the completed Interviewing and Counseling Evaluation Form (completed by preceptor) along with completed ADIME forms (with client identifiers removed) Submit to preceptor for grading</p>
<p>Billing</p> <ul style="list-style-type: none"> - Observe and participate in billing and coding for nutrition services provided - Contact 3-4 RDs that bill for services either by contract, fee for service, third party insurance, DSMT, Medicaid or Medicare - Develop an interview format and have it approved by the preceptor prior to contacting the billing RD, include questions about nutrition codes used. - Examples could include an RD that works at a gym and charges an hourly rate for classes or individual consultation, an RD consultant that contracts with Head Start or Senior Centers, an RD that works in a doctor's office that bills insurance. 	<p>DI 4.12</p>	<p>http://calwic.org/storage/documents/bf/2012/Ramping up for Reform- WIC Breastfeeding Toolkit 2012.pdf</p> <p>http://calwic.org/storage/documents/reports/CWA- Lactation and Nutrition Counseling Under Health Reform May 2012.pdf</p> <p>http://www.healthcare.gov/prevention/index.html</p>	<p>Complete the core competencies for dietitians form for this activity and attach written summary of each RD billing process, and billing interview summary. Submit to preceptor for grading</p>
<p>Human Resource Management Participate in Human Resource Management as it pertains to interviewing,</p>	<p>DI 4.1</p>		<p>Complete the core competencies for dietitians form for this</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
hiring, record keeping, disciplinary action, etc. of employees. (Ex, standardizing job descriptions for specific positions, writing interview questions, preparing an orientation for nutritionists, clerks, etc)			activity and attach pertinent supplemental materials developed such as job description, interview questions, etc) Submit to preceptor for grading

Community Rotation Evaluation

Intern Name: _____

Date(s) of Experience: _____

Experience Site: _____

Preceptor/Evaluator: _____

Definition of Performance Standards:

4 = Independent. Tasks are completed with minimal initial directions, minimal supporting cues, in an expedient time period, with intern frequently demonstrating critical thinking skills. Accurately interprets evidence. Thoughtfully analyzes and evaluates all factors and demonstrates a comprehensive approach. Draws warranted, judicious conclusions. Demonstrates “linking” previous knowledge to current situation. Projects are detailed, organized and complete. Completes all tasks in a professional manner, displaying 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. Offers analyses and evaluations of obvious factors. Sometimes demonstrates a comprehensive approach. Projects are detailed and organized. 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. 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. A score of ‘2’ would indicate attendance.

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. Displays unprofessional behavior or negative attitude.

This score is only applicable when the intern is required to perform a task or produce an end product.

Please indicate N/A if this competency is not available or not applicable and deduct that competency from the total evaluation score (80 points).

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments				
<p>Professional Development Assessment</p> <ul style="list-style-type: none"> - Attend internship orientation - Complete Professional Self Assessment using Self Assessment Tool for Public Health/Community Nutritionists from The University of Minnesota and use the results to identify individual strengths and weaknesses. - Develop an action plan to address weaknesses and keep a copy for your files. This document will be used at the beginning of each rotation in the development of rotation goals (using Goals and Reflection form). - Read Mission and Philosophy of Agency and Dietetic Internship Program, Code of Ethics for the Profession of Dietetics and GDPH Dietetic Internship Policy and Procedure Program Manual 	<p>DI 2.1 DI 2.13</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					
<p>Community Needs Assessment</p> <ul style="list-style-type: none"> - Attend Community Needs Assessment Training. - Complete all required components of Community Needs Assessment. 	<p>DI 1.3 DI 2.2 DI 2.5 DI 2.8 & DI 2.12 DI 3.1 & DI 4.3 DI 4.6 & DI 4.11 CC 5.1 & CC 5.2</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					

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<p>Attend OASIS Training</p> <ul style="list-style-type: none"> - Use OASIS program as part of data collection for community needs assessment and needs assessment related to grant writing experience and research project. - Write a report of how OASIS was utilized during your community rotation 	<p>DI 1.3 DI 4.5</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					
<p>Grant Writing</p> <ul style="list-style-type: none"> - Attend Grant Writing Training - Write for an available grant 	<p>DI 2.2 DI 2.5 DI 2.12 DI 4.3 DI 4.6 DI 4.10 DI 4.11</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					
<p>Economic Evaluation</p> <ul style="list-style-type: none"> - Attend Economic Evaluation Training - Complete cost/benefit project (work with community preceptor and District NSD to identify a cost/benefit project) (examples: WIC outreach activities, WIC fruit and vegetable vouchers, WIC Breastfeeding Peer Counselor Program , WIC Farmer’s Market Program) 	<p>DI 1.1 DI 1.3 DI 2.12 DI 4.7 DI 4.8</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					

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<p>Attend Monitoring Tool Training</p> <ul style="list-style-type: none"> - Attend the monitoring tool training - Using the WIC Procedures Manual nutrition education and breastfeeding monitoring tool conduct a monitoring review session at a local WIC clinic. - Using power point, create a presentation that highlights clinic best practices and opportunities for improvement. - Present the findings to local WIC clinic staff and management and facilitate planning that will address any deficiencies. - Review missed appointments in local WIC clinic and develop a survey to be used in follow up with clients to determine reasons for missed appointments. - Present findings in written format to clinic management with recommendations for solution. 	<p>DI 1.3 DI 1.4 DI 2.2 DI 2.4 DI 2.5 DI 2.8 DI 2.11 DI 2.12 DI 2.14 DI 3.2 DI 4.5 DI 4.7</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 50px;"></td> <td style="width: 50px; height: 50px;"></td> <td style="width: 50px; height: 50px;"></td> <td style="width: 50px; height: 50px;"></td> </tr> </table>					

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<p>Client Education Material</p> <ol style="list-style-type: none"> 1. Develop client education material using Microsoft Publisher. The format used may be either a full page, booklet style or tri-fold brochure. 2. The material must contain accurate, evidence-based nutritional information. The information should be thorough, but not overwhelming. 3. The material must be visually appealing, demonstrate proper use of space on the material and use appropriate fonts for maximum readability. Proper use of graphics and photos is expected. 4. The material must include easy-to-read paragraphs, be written at the 6th Grade reading level and include no grammatical or spelling errors. 5. Include resources used in a bibliography with references provided on a separate sheet. You may use the EAL and/or other sources. <ol style="list-style-type: none"> a. Data tables, nutrient values must be properly cited b. Government information is not copyrighted c. ADA materials are copyrighted. 	<p>DI 1.3 DI 1.4 DI 3.2 DI 3.4 DI 3.5 DI 4.6</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center; padding: 5px;">4</td> <td style="text-align: center; padding: 5px;">3</td> <td style="text-align: center; padding: 5px;">2</td> <td style="text-align: center; padding: 5px;">1</td> </tr> <tr> <td style="width: 40px; height: 60px;"></td> <td style="width: 40px; height: 60px;"></td> <td style="width: 40px; height: 60px;"></td> <td style="width: 40px; height: 60px;"></td> </tr> </table>	4	3	2	1					
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<p>Planned Experiences (Didactic and Practice)</p>	<p>Competency/ Objective Met</p>	<p>Evaluation/Score (Please check appropriate box based on above criteria)</p>	<p>Comments</p>
<p>6. Prepare a report to accompany the material, including the following information:</p> <ul style="list-style-type: none"> a. The purpose of the material – the reason you are doing the material, such as a problem that needs to be solved, information that needs to be gathered (surveys) , or information that needs to be given out b. The audience for the material – who will receive the benefit of your material c. The expected outcomes for the material – what you want the audience to ultimately do, such as eat more vegetables, wash their hands, or decrease the HbA1C. These are things that could be measured. There is an expectation of accountability, and we are often called to define our work into measurable outcomes. Thus, it is important to recognize outcomes and how to measure them. 			

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments								
<p>Leadership</p> <ul style="list-style-type: none"> - Obtain student membership in GPHA. - Review the GPHA website and make a report of emergent legislative issues in Georgia Public Health. - As a group make a conference call or meeting with the Chair and Vice Chair of the Nutrition Section to work on and implement a plan for membership increase among public health nutrition workforce and document all meetings, activities and outcomes. - Obtain student membership in AND - Attend at least one community organization meeting (ex Head Start Advisory, Family Connections, BCW Interagency Coordinating Council, Community BF Coalition, etc) and write a summary of the meeting detailing the role of nutrition and the registered dietitian relative to the mission/vision of the organization. 	<p>DI 2.5 DI 2.9 DI 2.10 DI 4.4</p>	<table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td style="border: 1px solid black; height: 40px;"></td> <td style="border: 1px solid black; height: 40px;"></td> <td style="border: 1px solid black; height: 40px;"></td> <td style="border: 1px solid black; height: 40px;"></td> </tr> </table>	4	3	2	1					
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<p>Public Policy/Legislative</p> <ul style="list-style-type: none"> - Visit the NWA website. Summarize the contents of the website and state how you might use the information. - Research an agency and write a report to include information about their mission/vision, funding, governance, regulatory/accreditation, partnerships, clientele served/services or resources provided, data used to support funding, employment opportunities for nutritionist, objectives of agency, how agency agenda fits in to AND, healthy people 2020, or WIC, and the role an RD can play in furthering the agency mission. - Legislative assignment- identify senators and representatives (state and national), take action by either writing a letter, visiting a legislator, present to legislators, or attend a meeting where legislators are present like Healthy Mothers/Healthy Babies and report on meeting and legislators met. 	<p>DI 4.4 DI 5.1</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					

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<p>Nutrition Care Process</p> <ul style="list-style-type: none"> - Using NCP materials from orientation and resources listed, practice the NCP using the ADIME form for PH nutrition practice by conducting 3 high risk (HIV, SHAPP, WIC, CMS, etc.) contacts with a variety of clients (i.e. adult, child, male, female, and differing medical diagnoses (i.e. LBW, GDM, etc.) 	<p>DI 3.1 (a-d) DI 2.4 DI 2.7 DI 2.12 DI 4.11</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					

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<p>Infants and Children with Special Needs</p> <ul style="list-style-type: none"> - Attend Infants and Children with Special Needs Training - Review special needs nutrition resources listed - Make appointments to meet with CMS/BCW/C1st District Program Coordinators - Write a summary of each program and define the role of nutrition and the dietitian in each of the programs - Visit local CMS clinics for at least one day and observe different disciplines within the CMS clinic and write a summary - Attend a BCW home visit or attend a BCW team meeting and write a summary 	<p>DI 1.3 DI 2.5 DI 2.11 DI 2.12 CC 5.1</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					
<p>Children’s Healthcare of Atlanta Pediatric Practicum</p> <ul style="list-style-type: none"> - Attend pediatric nutrition practicum/training and - Attend all lectures - Participate small group and/or individual rounds - Complete neonatal case studies 	<p>DI 1.2 DI 1.4 DI 2.2 DI 2.5 DI 2.9 DI 2.11 DI 2.12</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					

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<ul style="list-style-type: none"> - Working as a group prepare and present one cohesive lecture to CHOA nutrition staff with an update on current WIC practices. (This would focus on changes in WIC packages, formula allotments, and requirements as well as what is needed in a WIC prescription). This presentation is expected to be professional and must include proper use of WIC and GDPH logos. The presentation MUST BE pre-approved by internship leadership. - Contact local hospitals in respective health districts and introduce yourself as the public health nutritionist to build and foster working relationship between hospital and WIC program/Public Health Department. - Using the NCP, complete follow up of 2 high risk infants enrolled WIC, BCW, CMS, HRIFU, etc. (Use the ADIME for Public Health nutrition practice) - Prepare and present information on practicum experience and present at a quarterly staff meeting using Prezi.com or create a module with case studies (in a group with other interns) to be shared with other PH nutritionists/dietitians . 	<p>DI 3.1 (a-d) DI 3.2 DI 4.6</p>		

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments								
<p>Public Health Programs</p> <ul style="list-style-type: none"> - Visit other public health programs (such as TB, CMS, Environmental, Epidemiology, Community Care) and Public Assistance Programs (Food Stamps, TANF, Meals on Wheels, Summer Food Program) and compile a list of services with contact information in a brochure format. - Compile a list of medical and dental providers in your health district who accept Medicaid or provide pro bono services - Using the template provided via blackboard, complete a resource guide for your county - Meet with the Environmental Health Specialist at district office and review the restaurant safety and sanitation inspection tool - Schedule an appointment to attend and observe a restaurant sanitation inspection with a local Environmental Health Specialist - Write a summary of the observation experience highlighting how an RD might play a role in EH service 	<p>DI 2.2 DI 2.5 DI 2.7 DI 2.8 CC 5.1</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td style="height: 60px;"><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments								
<p>Community Food Organizations</p> <ul style="list-style-type: none"> - Attend Good Measure Meals/Open Hand Site Visit - Write a report on both the profit and non-profit sides of this community food organization partnership and highlight the role of the registered dietitian in all services provided by Good Measure Meals and Open Hand - Indicate what, if anything you would add or change about current services provided and what you would do to make the changes happen 	<p>DI 3.4</p>	<table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td style="border: 1px solid black; height: 40px;"></td> <td style="border: 1px solid black; height: 40px;"></td> <td style="border: 1px solid black; height: 40px;"></td> <td style="border: 1px solid black; height: 40px;"></td> </tr> </table>	4	3	2	1					
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Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments				
<p>Research</p> <ul style="list-style-type: none"> - Select the type of research design appropriate for project, select the sample, and adhere to ethical procedure. - Use the EAL to evaluate emerging public health research and develop evidence based solutions to current public health issues - Write a paper reporting the results of the research. - Include the following sections in your research paper: Abstract, Literature Review, Introduction, Subjects & Methods, Results & Discussion, Conclusion & Reference (Provide citations/references for all resources used for research paper) - Develop power point presentation of project to be presented during the final intern session in. 	<p>DI 1.4 DI 1.5 DI 2.2 DI 4.3 DI 4.6 DI 4.11 CC 5.2</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					
<p>Group Nutrition Education</p> <ul style="list-style-type: none"> - Each intern must plan, present and evaluate an educational group presentation. Your preceptor must approve your presentation topic as well as the day and time for your presentation. 	<p>DI 1.4 DI 2.2 DI 2.3 DI 2.4 DI 2.14</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments
<p>You will need to make proper arrangements for the presentation with your preceptor and those who will attend.</p> <ul style="list-style-type: none"> - For the presentation, the intern must develop a written lesson plan and include at least one visual aid for the presentation. These may be handouts, posters, slide presentations or other visual aids that are appropriate to the life experiences, cultural diversity and educational background of the target audience. - If you use food models or other 3D models, take a picture to submit for this activity. Be sure to utilize scientific reference materials and provide references for sources used on a handout to be reviewed by your preceptor (and by the audience if appropriate). - The intern must also evaluate the effectiveness of their presentation by measuring knowledge gained by the audience (pre/post test) and submit a report on this aspect of the project. - Topics for the presentation may include any subject appropriate for and relevant to the audience and approved by the preceptor. 	<p>DI 3.2 DI 3.4 DI 3.5 DI 4.5</p>		

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments				
<p>Public Health Conference</p> <ul style="list-style-type: none"> - Attend CDC Health Communications Conference or Georgia Public Health Association Annual Meeting 	<p>DI 1.4 DI 2.4 DI 3.2 CC 5.2</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					
<p>Professional Writing</p> <ul style="list-style-type: none"> - Write a health-related articles or newsletters with a nutrition emphasis for a professional or lay newspaper or newsletter in your geographical area. Publish the article or newsletter in a local print media (if possible). - Review a nutrition website and critique the information -is it reputable? 	<p>DI 2.2 DI 3.4 DI 3.5</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments				
<p>Community Collaboration</p> <ul style="list-style-type: none"> - Initiate or participate in a health fair in collaboration with community partners and, develop or locate a nutrition screening tool for implementation at the above health fair. - Prepare a referral resource list applicable to the geographic location of the health fair and the screening tool health target (example- BMI screening, if health fair participants BMI is found to be abnormal you would make a referral to a local dietitian, doctor, etc). - Using the screening tool results make referrals as appropriate. 	<p>DI 2.3 DI 3.4</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					

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<p>Lactation</p> <ul style="list-style-type: none"> - Attend VENA BF training - Review current scientific literature on lactation/breastfeeding - In written format, compare and discuss the composition of human milk, formulas, and supplements for premature and full-term infants in terms of calories, protein, calcium, phosphorous and fat. - Using NCP materials from orientation and resources listed, practice the NCP using the ADIME for Public Health nutrition practice form while using motivational interviewing skills and techniques in local WIC clinic nutrition assessment and counseling sessions with at least 2 prenatal clients and 2 PPBF clients 	<p>DI 3.5</p>	<table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td style="border: 1px solid black; height: 40px;"></td> <td style="border: 1px solid black; height: 40px;"></td> <td style="border: 1px solid black; height: 40px;"></td> <td style="border: 1px solid black; height: 40px;"></td> </tr> </table>	4	3	2	1					
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Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments				
<p>Billing</p> <ul style="list-style-type: none"> - Observe and participate in billing and coding for nutrition services provided - Contact 3-4 RDs that bill for services either by contract, fee for service, third party insurance, DSMT, Medicaid or Medicare - Develop an interview format and have it approved by the preceptor prior to contacting the billing RD, include questions about nutrition codes used. - Examples could include an RD that works at a gym and charges an hourly rate for classes or individual consultation, an RD consultant that contracts with Head Start or Senior Centers, an RD that works in a doctor's office that bills insurance. 	<p>DI 4.12</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					
<p>Human Resource Management</p> <ul style="list-style-type: none"> - Participate in Human Resource Management as it pertains to interviewing, hiring, record keeping, disciplinary action, etc. of employees. (Ex, standardizing job descriptions for specific positions, writing interview questions, etc) 	<p>DI 4.1</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					

Add up total score _____/88 X 100= _____%

A 75% is needed to pass. Please indicate (in the space provided at the end of the evaluation) a performance improvement plan for competencies scoring a “2” or below with a new planned activity/assignment to earn a score of “3”.

Professionalism Assessment

Please comment by placing a check mark by the appropriate description of the intern’s demonstration of professionalism in the following areas:

Knowledge base of the intern Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Effective communication with preceptors, patients, health care team Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Progress through rotation (problem solving and critical thinking skills) Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Able to apply current research into practice Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Interpersonal skills (teamwork and collaboration) Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Timeliness of assignments Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____

Comments:
Dependability (calls when coming in late/sick, reports to work on time) Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Displays positive attitude Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Professional demeanor Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Response to feedback Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Effective self-assessment Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:

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

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

If no, please contact the internship director as soon as possible.

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

**Signature _____
(Dietitian)**

**Signature _____
(Intern)**

Additional Comments:

Clinical Curriculum for Supervised Practice

Type of Experience/Rotation: Clinical Rotation

Weeks of Supervised Practice 17

Practice Hours 408

Didactic Hours TBD

1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice

DI 1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes
DI 1.2 Apply evidence based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetic practice
DI 1.3 Justify programs, products, services and care using appropriate evidence or data
DI 1.4 Evaluate emerging research for application in dietetics practice

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

DI 2.1 Practice in compliance with current federal regulations and state statutes and rules as applicable with accreditation standards and the AND Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics
DI 2.3 Design, implement, and evaluate presentations considering life experiences, cultural diversity, and educational background of the target audience
DI 2.4 Use effective education and counseling skills to facilitate behavior change
DI 2.6 Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility
DI 2.7 Refer clients and patients to other professionals and services when needs are beyond the individual scope of practice
DI 2.8 Demonstrate initiative by proactively developing solutions to problems
DI 2.10 Serve in professional community organization
DI 2.11 Establish collaborative relationship with internal and external stakeholders, including patients, clients, care givers, physicians, nurses, and other health professionals, administrative and support personnel to facilitate individual and organizational

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

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

DI 3.1 Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings
DI 3.1.a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered
DI 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements
DI 3.1.c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention
DI 3.1.d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis
DI 3.2 Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing

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

DI 4.5 Conduct clinical and customer service quality management activities
DI 4.6 Use current informatics technology to develop, store, retrieve, and disseminate information and data
DI 4.11 Complete documentation that follows professional guidelines
DI 4.12 Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
Conduct research, using available technology (computer, internet, electronic databases, etc), on an emerging issue identified by preceptor. Must apply evidence-based guidelines. Prepare report and present to preceptor. Prepare education materials if applicable.	DI 1.2 DI 1.4 DI 4.6	Academy of Nutrition and Dietetics Evidence Analysis Library Current peer reviewed journals	Complete the core competencies for dietitians form for this activity and attach written report and education materials (if education materials were created). Submit to preceptor for grading
Plan and organize quality improvement and outcome studies. Conduct patient satisfaction survey; collate and evaluate data. And/or Conduct chart audit as assigned. Compile methods, results and discussion of chart audit and make recommendations. Compare to previous chart audits.	DI 1.1 DI 1.3 DI 4.5		Complete the core competencies for dietitians form for the quality improvement activity or the chart audit activity and attach a sample of the survey tool, and a summary of the survey results or a written report detailing chart audit results and recommendations. Submit to clinical preceptor for grading
Maintain patient confidentiality; Behave in accordance with the Academy of Nutrition and Dietetics code of ethics; Demonstrate professional behavior.	DI 2.1		Preceptor observation of professional behavior.

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
<p>Plan and present nutrition education appropriately to a variety of clients with differing disease states (i.e, kidney disease, diabetes, cardiovascular disease, cancer, metabolic disease, etc) one on one and in group settings.</p> <p>(Preceptor will use interviewing/counseling evaluation form to evaluate one on one sessions and the group education/presentation evaluation form to evaluate group sessions)</p>	<p>DI 2.3 DI 2.4 DI 2.13</p>		<p>For each group education session and for each one on one session, complete the core competencies for dietitians form and attach a completed presentation self evaluation form, a completed group presentation/education evaluation form, audience evaluation form (using the orientation/training/didactic evaluation form), and interviewing/counseling evaluation form (to be completed by preceptor) Submit to preceptor for grading</p>
<p>Demonstrate familiarity with the Nutrition Care Process policies and procedures; Prioritize clinical work per the policies and procedures of the facility and delegate to nutrition care team as appropriate.</p>	<p>DI 2.6</p>		<p>Preceptor observation of NCP demonstration</p>
<p>Participate in interdisciplinary meetings; Understand the role of the RD and the relationship with other health professionals in the care of the patients; Make referrals to other health professionals when deemed necessary.</p>	<p>DI 2.7</p>		<p>Preceptor observation of interdisciplinary participation and referrals</p>

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
Utilize the Nutrition Care Process to identify nutrition diagnoses and implement interventions to nutritionally related problems.	DI 2.8	http://www.eatright.org/healthProfessionals/content.aspx?id=7077	Preceptor observation of NCP utilization
Attend and participate in professional meetings (ex. FNCE), professional rounds, etc. on an ongoing basis. Submit copies of meeting agendas as appropriate.	DI 2.10		Complete a conference summary report for every professional meeting attended and attach conference agenda Review with preceptor
Practice effective interdisciplinary communication (with PT, OT, ST, Nsg, MD, FS staff, RDs, DTRs); Work effectively with Clinical staff and Food and Nutrition Service staff; Participate in interdisciplinary care conferences; Participate in weekly team rounds.	DI 2.11		Preceptor observation of interdisciplinary communication, rounds, and care conferences
Make arrangements to review preceptor's professional development portfolio and using the professional development self assessment completed at orientation prepare a draft portfolio for professional development as defined by CDR.	DI 2.13	http://cdrnet.org/pdrcenter/	Preceptor review and evaluation of draft portfolio

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
Conduct nutrition assessments and follow ups practicing the Nutrition Care Process using ADIME or the facility specific charting method.	DI 3.1 (a-d) DI 4.11	http://www.eatright.org/healthProfessionals/content.aspx?id=7077	Preceptor observation of nutrition assessment and follow up using ADIME or facility specific charting method
Complete and present case study on complex medical case. Practice the Nutrition Care Process using ADIME or facility specific charting method.	DI 3.1 (a-d) DI 3.2	http://www.eatright.org/healthProfessionals/content.aspx?id=7077	Complete case study using case study guidelines form and submit to preceptor for grading
Observe and/or actively participate in the coding and billing of nutrition services to obtain reimbursement for services; Observe and/or actively participate in the completion of insurance reimbursement forms.	DI 4.12		Preceptor observation of billing/coding

Clinical Rotation Evaluation

Intern Name: _____

Date(s) of Experience: _____

Experience Site: _____

Preceptor/Evaluator: _____

Definition of Performance Standards:

4 = Independent. Tasks are completed with minimal initial directions, minimal supporting cues, in an expedient time period, with intern frequently demonstrating critical thinking skills. Accurately interprets evidence. Thoughtfully analyzes and evaluates all factors and demonstrates a comprehensive approach. Draws warranted, judicious conclusions. Demonstrates “linking” previous knowledge to current situation. Projects are detailed, organized and complete. Completes all tasks in a professional manner, displaying 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. Offers analyses and evaluations of obvious factors. Sometimes demonstrates a comprehensive approach. Projects are detailed and organized. 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. 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. A score of ‘2’ would indicate attendance.

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. Displays unprofessional behavior or negative attitude.

This score is only applicable when the intern is required to perform a task or produce an end product.

Please indicate N/A if this competency is not available or not applicable and deduct that competency from the total evaluation score (52 points).

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments				
<p>Conduct research, using available technology (computer, internet, electronic databases, etc), on an emerging issue identified by preceptor. Must apply evidence-based guidelines. Prepare report and present to preceptor. Prepare education materials if applicable.</p>	<p>DI 1.2 DI 1.4 DI 4.6</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					
<p>Plan and organize quality improvement and outcome studies. Conduct patient satisfaction survey; collate and evaluate data. And/or Conduct chart audit as assigned. Compile methods, results and discussion of chart audit and make recommendations. Compare to previous chart audits.</p>	<p>DI 1.1 DI 1.3 DI 4.5</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					
<p>Maintain patient confidentiality; Behave in accordance with the Academy of Nutrition and Dietetics code of ethics; Demonstrate professional behavior.</p>	<p>DI 2.1</p>	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="width: 100%; height: 40px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table>					

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Plan and present nutrition education appropriately to a variety of clients with differing disease states (i.e, kidney disease, diabetes, cardiovascular disease, cancer, metabolic disease, etc) one on one and in group settings.	DI 2.3 DI 2.4 DI 2.13	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					
Demonstrate familiarity with the Nutrition Care Process policies and procedures; Prioritize clinical work per the policies and procedures of the facility and delegate to nutrition care team as appropriate.	DI 2.6	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					
Participate in interdisciplinary meetings; Understand the role of the RD and the relationship with other health professionals in the care of the patients; Make referrals to other health professionals when deemed necessary.	DI 2.7	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					
Utilize the Nutrition Care Process to identify nutrition diagnoses and implement interventions to nutritionally related problems.	DI 2.8	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> <td style="width: 25px; height: 25px;"></td> </tr> </table>					

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Attend and participate in professional meetings (ex. FNCE), professional rounds, etc. on an ongoing basis.	DI 2.10	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Practice effective interdisciplinary communication (with PT, OT, ST, Nursing, MD, FS staff, RDs, DTRs); Work effectively with Clinical staff and Food and Nutrition Service staff; Participate in interdisciplinary care conferences; Participate in weekly team rounds.	DI 2.11	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Make arrangements to review preceptor's professional development portfolio and using the professional development self assessment completed at orientation prepare a draft portfolio for professional development as defined by CDR.	DI 2.13	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Conduct nutrition assessments and follow ups practicing the Nutrition Care Process using ADIME or the facility specific charting method.	DI 3.1 (a-d) DI 4.11	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments								
Complete and present case study on complex medical case. Practice the Nutrition Care Process using ADIME or facility specific charting method.	DI 3.1 (a-d) DI 3.2	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Observe and/or actively participate in the coding and billing of nutrition services to obtain reimbursement for services; Observe and/or actively participate in the completion insurance reimbursement forms.	DI 4.12	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

Add up total score _____/52 X 100= _____%

A 75% is needed to pass. Please indicate (in the space provided at the end of the evaluation) a performance improvement plan for competencies scoring a “2” or below with a new planned activity/assignment to earn a score of “3”.

Professionalism Assessment

Please comment by placing a check mark by the appropriate description of the intern’s demonstration of professionalism in the following areas:

Knowledge base of the intern Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Effective communication with preceptors, patients, health care team Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Progress through rotation (problem solving and critical thinking skills) Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Able to apply current research into practice Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Interpersonal skills (teamwork and collaboration) Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:

<p>Timeliness of assignments Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:</p>
<p>Dependability (calls when coming in late/sick, reports to work on time) Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:</p>
<p>Displays positive attitude Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:</p>
<p>Professional demeanor Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:</p>
<p>Response to feedback Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:</p>
<p>Effective self-assessment Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:</p>

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

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

If no, please contact the internship director as soon as possible.

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

**Signature _____
(Preceptor) (Intern)**

Signature _____

Additional Comments:

Food Service Management Curriculum for Supervised Practice

Type of Experience/Rotation: **Food Service Management**

Weeks of Supervised Practice **8**

Practice Hours **192**

Didactic Hours **TBD**

1. Scientific and Evidence Base of Practice: Integration of scientific information and research into practice

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

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

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

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

DI 2.8 Demonstrate initiative by proactively developing solutions to problems

DI 2.9 Apply leadership principles effectively to achieve desired outcomes
--

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

DI 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background

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

DI 3.2 Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing
DI 3.3 Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods
DI 3.4 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions
DI 3.6 Coordinate procurement, production, distribution and service of goods and services
DI 3.7 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals

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

DI 4.1 Use organizational processes and tools to manage human resources
DI 4.2 Perform management functions related to safety
DI 4.3 Apply systems theory and a process approach to make decisions and maximize outcomes
DI 4.5 Conduct clinical and customer service quality management activities
DI 4.7 Prepare and analyze quality, financial or productivity data and develop a plan for intervention
DI 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits
DI 4.9 Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes
DI 4.10 Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
Conduct patient or student meal rounds, plate waste studies, tray audits, portion control, and temperature control audits.	DI 1.1 DI 4.5		Provide completed forms for any meal rounds, studies, or audits conducted to preceptor for grading. Discuss outcomes with preceptor
Maintain patient/student confidentiality; Abide by HACCP guidelines; Abide by ServSafe guidelines; Behave in accordance to the Academy of Nutrition and Dietetics Code of Ethics; Demonstrate professional behavior.	DI 2.1	www.servsafe.com	Preceptor observation of professional behavior
Develop and present an in-service for food service staff on a topic relevant to life experiences, cultural diversity, or educational background. Create a handout with key points of presentation and conduct a self evaluation of presentation. (Preceptor to evaluate the in-service presentation using the group education/presentation evaluation form)	DI 2.3 DI 3.2		Preceptor to approve topic Complete the core competencies for dietitians form and attach the completed presentation self evaluation, evaluations completed by audience members (use the orientation/training/didactic evaluation form, completed group education presentation evaluation form, along with created handout and submit to preceptor for grading.

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
Use critical thinking skills and provide appropriate solutions to problems as they arise in the department.	DI 2.8		Preceptor observation of critical thinking
Attend manager and staff meetings; Participate in meal coordination, implementation, and evaluation; Work in various units of the Food and Nutrition Services Department (diet office, hot food production/bakery, cold food production, tray line, catering, and cafeteria) to identify areas for improvement; Supervise patient/student tray line.	DI 2.9		Provide written feedback on work experience in various units of FNS including supervision of tray line to include identification of areas needing improvement to preceptor for grading
Complete assigned work tasks in a timely manner; Maintain flexibility with work schedule; Behave in accordance with the Academy of Nutrition and Dietetics Code of Ethics; Have consideration for life experiences, educational background, and cultural diversity among patients, students, clients, and customers.	DI 2.12 DI 2.14		Preceptor observation of behavior
Evaluate menus to reduce costs and meet budget criteria for the facility or school, or conduct plate waste study and report findings.	DI 3.3		Provide written evaluation of menus with recommendations to reduce costs to preceptor for grading.
Develop a disaster plan for meals and service and complete an implementation diagram to carry out the plan.	DI 3.4		Provide written disaster plan to preceptor for grading
Supervise ordering, receiving, and production of food supplies.	DI 3.6		Preceptor observation of ordering, receiving, and production of food supplies

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
Modify a menu for a specific cultural or health need.	DI 3.7		Provide written modification of menu along with rationale for each food selection to preceptor for grading.
Participate in Human Resource Management as it pertains to interviewing, hiring, record keeping, interdisciplinary action, etc. of employees.	DI 4.1		Preceptor observation of HR Management participation. Provide any written materials created , if applicable (ex. Job description) to preceptor for grading .
Conduct safety and sanitation audits.	DI 4.2		Provide completed safety and sanitation audit forms highlighting strengths and areas needing improvement to preceptor for grading.
Research equipment, outline specs and cost of equipment; Review bidding process for food, equipment, and supplies.	DI 4.3		Provide written report of your understanding of equipment procurement to include specifications, costs, and the bidding process to preceptor for grading.
Complete a nutrition care audit (example: employee productivity, physical inventory, snack acceptance, etc) and create a plan for improvement.	DI 4.7		Provide written plan to include audit results and plan for improvement to preceptor for grading.

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Example of Resources	Evaluation Strategies
Perform marketing functions for specialty items or design materials to encourage use of Food and Nutrition Services.	DI 4.8		Provide written report detailing marketing plan and results to preceptor for grading.
Conduct cash handling audit or review the Food and Nutrition Services budget to determine areas for maximizing fiscal outcomes by cutting cost, reducing waste, maximizing employee productivity etc.	DI 4.9		Provide written review with recommendations on maximization of fiscal outcomes to preceptor for grading.
Identify a specific need within the department and develop a business plan for implementation including the development of a budget, staffing needs, facility requirements, equipment and supplies.	DI 4.10		Preceptor to approve business plan need/topic. Provide a detailed business plan to address area of need to preceptor for grading.

Food Service Management Rotation Evaluation

Intern Name: _____

Date(s) of Experience: _____

Experience Site: _____

Preceptor/Evaluator: _____

Definition of Performance Standards:

4 = Independent. Tasks are completed with minimal initial directions, minimal supporting cues, in an expedient time period, with intern frequently demonstrating critical thinking skills. Accurately interprets evidence. Thoughtfully analyzes and evaluates all factors and demonstrates a comprehensive approach. Draws warranted, judicious conclusions. Demonstrates “linking” previous knowledge to current situation. Projects are detailed, organized and complete. Completes all tasks in a professional manner, displaying 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. Offers analyses and evaluations of obvious factors. Sometimes demonstrates a comprehensive approach. Projects are detailed and organized. 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. 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. A score of ‘2’ would indicate attendance.

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. Displays unprofessional behavior or negative attitude.

This score is only applicable when the intern is required to perform a task or produce an end product.

Please indicate N/A if this competency is not available or not applicable and deduct that competency from the total evaluation score (68 points).

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments				
Conduct patient/student meal rounds, plate waste studies, tray audits, portion control, and temperature control audits.	DI 1.1 DI 4.5	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%; height: 30px;"> </td> <td style="width: 25%;"> </td> <td style="width: 25%;"> </td> <td style="width: 25%;"> </td> </tr> </table>					
Maintain patient/student confidentiality; Abide by HACCP guidelines; Abide by ServSafe guidelines; Behave in accordance to the Academy of Nutrition and Dietetics Code of Ethics; Demonstrate professional behavior.	DI 2.1	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%; height: 30px;"> </td> <td style="width: 25%;"> </td> <td style="width: 25%;"> </td> <td style="width: 25%;"> </td> </tr> </table>					
Develop and present an in-service for food service staff on a topic relevant to life experiences, cultural diversity, or educational background. Create a handout with key points of presentation and conduct a self evaluation of presentation.	DI 2.3 DI 3.2	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%; height: 30px;"> </td> <td style="width: 25%;"> </td> <td style="width: 25%;"> </td> <td style="width: 25%;"> </td> </tr> </table>					
Use critical thinking skills and provide appropriate solutions to problems as they arise in the department.	DI 2.8	<p style="text-align: center;">4 3 2 1</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%; height: 30px;"> </td> <td style="width: 25%;"> </td> <td style="width: 25%;"> </td> <td style="width: 25%;"> </td> </tr> </table>					

Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments								
Attend manager and staff meetings; Evaluate menus to reduce costs; Participate in meal coordination, implementation, and evaluation; Work in various units of the Food and Nutrition Services Department (diet office, hot food production/bakery, cold food production, tray line, catering, cafeteria) to identify areas for improvement; Supervise patient tray line	DI 2.9	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Complete assigned work tasks in a timely manner; Maintain flexibility with work schedule; Behave in accordance with the Academy of Nutrition and Dietetics Code of Ethics; Have consideration for life experiences, educational background, and cultural diversity among patients, clients, and customers.	DI 2.12 DI 2.14	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Evaluate menus to reduce costs and meet budget criteria for the facility or conduct plate waste study and report findings.	DI 3.3	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments								
Develop a disaster plan for meals and service and complete an implementation diagram to carry out the plan.	DI 3.4	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Supervise ordering, receiving, and production of food supplies.	DI 3.6	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Modify a menu for a specific cultural or health need.	DI 3.7	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Participate in Human Resource Management as it pertains to interviewing, hiring, record keeping, interdisciplinary action, etc. of employees.	DI 4.1	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments								
Conduct safety and sanitation audits.	DI 4.2	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Research equipment, outline specs and cost of equipment; Review bidding process for food, equipment, and supplies.	DI 4.3	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Complete a nutrition care audit (example: employee productivity, physical inventory audit, snack acceptance audit, etc) and create a plan for improvement.	DI 4.7	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Perform marketing functions for specialty items or design materials to encourage use of Food and Nutrition Services.	DI 4.8	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Planned Experiences (Didactic and Practice)	Competency/ Objective Met	Evaluation/Score (Please check appropriate box based on above criteria)	Comments								
Conduct cash handling audit or review the Food and Nutrition Services budget to determine areas for maximizing fiscal outcomes by cutting cost, reducing waste, maximizing employee productivity etc.	DI 4.9	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
Identify a specific need within the department and develop a business plan for implementation including the development of a budget, staffing needs, facility requirements, equipment and supplies.	DI 4.10	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">4</td> <td style="width: 25%;">3</td> <td style="width: 25%;">2</td> <td style="width: 25%;">1</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	4	3	2	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	3	2	1								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

Add up total score _____/68 X 100= _____%

A 75% is needed to pass. Please indicate (in the space provided at the end of the evaluation) a performance improvement plan for competencies scoring a “2” or below with a new planned activity/assignment to earn a score of “3”.

Professionalism Assessment

Please comment by placing a check mark by the appropriate description of the intern’s demonstration of professionalism in the following areas:

Knowledge base of the intern Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Effective communication with preceptors, patients, health care team Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Progress through rotation (problem solving and critical thinking skills) Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Able to apply current research into practice Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:
Interpersonal skills (teamwork and collaboration) Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:

<p>Timeliness of assignments Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:</p>
<p>Dependability (calls when coming in late/sick, reports to work on time) Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:</p>
<p>Displays positive attitude Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:</p>
<p>Professional demeanor Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:</p>
<p>Response to feedback Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:</p>
<p>Effective self-assessment Meets Expectations: _____ Needs Development: _____ Does not meet Expectations: _____ Comments:</p>

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

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

If no, please contact the internship director as soon as possible.

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

**Signature _____
(Preceptor)**

**Signature _____
(Intern)**

Additional Comments:

**Competency Attainment Check List
Georgia Department of Public Health Dietetic Internship**

Directions – Each preceptor will fill in the final grade assigned on each activity pertinent to the rotation which they are supervising

The intern will maintain the competency check list and will total the grade for each competency. Note: Each competency must have an average grade of 3 for the competency to be fulfilled. Each competency must be fulfilled in order for the intern to complete the internship requirements and receive a verification statement.

Scientific and Evidence Base of Practice: Integration of scientific information and research into practice

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

Activity	Grade
Attend Economic Evaluation Training, Complete cost/benefit case study, Conduct a cost/benefit analysis of (examples: WIC outreach activities, WIC fruit and vegetable vouchers, WIC Breastfeeding Peer Counselor Program , WIC Farmer’s Market Program)	
Plan and organize quality improvement and outcome studies. Conduct patient satisfaction survey; collate and evaluate data. Submit survey and results.	
Conduct patient meal rounds, plate waste studies, tray audits, portion control, and temperature control audits.	
Total/3	

DI 1.2 Apply evidence based guidelines, systematic reviews and scientific literature in the nutrition care process and model and other areas of dietetic practice

Activity	Grade
Pediatric nutrition training, nursery and NICU experience, neonatal nutrition team rounds, Complete neonatal case study Using the NCP, complete follow up of 2 high risk infants enrolled WIC, BCW, CMS, HRIFU, etc Prepare and present information on practicum experience and present at a quarterly staff meeting using Prezi.com or create a module with case studies to be shared with other PH nutritionists/dietitians	
Conduct research, using available technology (computer, internet, electronic databases, etc), on an emerging issue identified by preceptor. Must apply evidence-based guidelines. Prepare report and present to preceptor. Prepare education materials if applicable. Submit report and materials.	
Total/2	

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

Activity	Grade
Attend Community Needs Assessment Training, complete a CAN	
Use OASIS program as part of data collection for community needs assessment and needs assessment related to grant writing experience and research project	
Attend Economic Evaluation Training, Complete cost/benefit case study, Conduct a cost/benefit analysis of (examples: WIC outreach activities, WIC fruit and vegetable vouchers, WIC Breastfeeding Peer Counselor Program , WIC Farmer’s Market Program)	
Using the WIC Procedures Manual nutrition education and breastfeeding monitoring tool conduct a monitoring review session at a local WIC clinic, Using power point, create a presentation that highlights clinic best practices and opportunities for improvement , Present the findings to local WIC clinic staff and management and facilitate planning that will address any deficiencies, Review missed appointments in local WIC clinic and develop a survey to be used in follow up with clients to determine reasons for missed appointments, Present findings in written format to clinic management with recommendations for solution, Identify with WIC nutrition staff the need for development of an educational handout that addresses a specific topic	
Attend Infants and Children with Special Needs Training, Review special needs nutrition resources listed, Make appointments to meet with CMS/BCW/C1st District Program Coordinators, Write a summary of each program and define the role of nutrition and the dietitian in each of the programs, Visit local CMS clinics for at least one day and observe different disciplines within the CMS clinic and write a summary, Attend a BCW home visit or attend a BCW team meeting and write a summary	
Develop client education material using Microsoft Publisher	
Plan and organize quality improvement and outcome studies. Conduct patient satisfaction survey; collate and evaluate data. Submit survey and results.	
Conduct chart audit as assigned. Compile methods, results and discussion of case study and make recommendations. Compare to previous studies. Present results.	
Total/8	

DI 1.4 Evaluate emerging research for application in dietetics practice

Activity	Grade
Develop client education material using Microsoft Publisher	
Pediatric practicum	
Research	
Group nutrition education preparation and presentation	
Clinical research	
Total/5	

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

Activity	Grade
Research – community rotation	
Total	

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

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

Activity	Grade
Professional Development Assessment	
Maintain patient confidentiality; Behave in accordance with the Academy of Nutrition and Dietetics code of ethics; Demonstrate professional behavior.	
Maintain patient confidentiality; Abide by HACCP guidelines; Abide by ServSafe guidelines; Behave in accordance to the Academy of Nutrition and Dietetics Code of Ethics; Demonstrate professional behavior	
Total/3	

DI 2.2 Demonstrate professional writing skills in preparing professional communications

Activity	Grade
Community Needs Assessment written report	
Grant application	
Monitoring Tool for WIC – written report of findings	
Resource Guide	
Food Service Inspection observation written report - community	
Research	
Group nutrition education - community	
Newspaper article/website critique	
Pediatric Practicum presentation	
Total/9	

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

Activity	Grade
Group nutrition education - community	
Health Fair	
Group nutrition education - clinical	
Food service inservice	
Total/4	

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

Activity	Grade
Motivational Interviewing (3 high risk (HIV, SHAPP, WIC, CMS, etc) contacts with a variety of clients (i.e. adult, child, male, female, and differing medical diagnoses (i.e. LBW, GDM, etc)	
Motivational Interviewing Lactation	
Group nutrition education - community	
Group nutrition education - clinical	
Total/4	

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

Activity	Grade
Community Needs Assessment	
Grant Writing	
Monitoring Session – WIC clinic	
GPHA nutrition section membership planning	
Children with Special Needs, CMS, BCW, C1st visits and report	
PH program visits and resource guide	
Sanitation observation with local Environmental Health	
Community organization meeting	
Contact local hospital	
Total/9	

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

Activity	Grade
Demonstrate familiarity with the Nutrition Care Process policies and procedures; Prioritize clinical work per the policies and procedures of the facility and delegate to nutrition care team as appropriate	
Total	

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

Activity	Grade
Resource Guide	
Participate in interdisciplinary meetings; Understand the role of the RD and the relationship with other health professionals in the care of the patients; Make referrals to other health professionals when deemed necessary	
Nutrition assessments in community rotation, Make referrals to other health professionals when needed	
Total/3	

DI 2.8 Demonstrate initiative by proactively developing solutions to problems

Activity	Grade
Community Needs Assessment	
Monitoring session – WIC clinic	
Resource Guide	
Utilize the Nutrition Care Process to identify nutrition diagnoses and implement interventions to nutritionally related problems	
Food service rotation - use critical thinking skills and provide appropriate solutions to problems as they arise in the department.	
Total/5	

DI 2.9 Apply leadership principles effectively to achieve different outcomes

Activity	Grade
Leadership assignments - community	
Contact hospitals	
Food service rotation - Attend manager and staff meetings; Evaluate menus to reduce costs; Participate in meal coordination, implementation, and evaluation; Work in various units of the Food and Nutrition Services Department (diet office, hot food production/bakery, cold food production, tray line, catering, and cafeteria) to identify areas for improvement; Supervise patient tray line.	
	Total/3

DI 2.10 Serve in professional community organization

Activity	Grade
GPHA membership/participation	
Attend and participate in professional meetings (etc. FNCE), professional rounds, etc. on an ongoing basis. Submit copies of meeting agendas as appropriate.	
	Total/2

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

Activity	Grade
Monitoring session- WIC clinic	
Children with Special Needs, CMS, BCW, C1st visits and report	
Pediatric practicum and activities	
Practice effective interdisciplinary communication (with PT, OT, ST, Nsg, MD, FS staff, RDs, DTRs); Work effectively with Clinical staff and Food and Nutrition Service staff; Participate in interdisciplinary care conferences; Participate in weekly team rounds	
	Total/4

DI 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization, and work ethic within various organizational cultures	
Activity	Grade
Community Needs Assessment	
Grant writing	
Cost benefit analysis	
Monitoring session- WIC clinic	
NCP application	
Children with Special Needs, CMS, BCW, C1st visits and report	
Pediatric practicum and activities	
Complete assigned work tasks in a timely manner; Maintain flexibility with work schedule; Behave in accordance with the Academy of Nutrition and Dietetics Code of Ethics; Have consideration for life experiences, educational background, and cultural diversity among patients, clients, and customers	
Total/8	

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

Activity	Grade
Professional development assessment	
Plan and present nutrition education appropriately one on one and in group settings. Conduct 2 self evaluations on nutrition education sessions provided.	
Prepare a draft portfolio for professional development as defined by CDR	
Total/3	

DI 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background

Activity	Grade
Food service rotation - Complete assigned work tasks in a timely manner; Maintain flexibility with work schedule; Behave in accordance with the Academy of Nutrition and Dietetics Code of Ethics; Have consideration for life experiences, educational background, and cultural diversity among patients, clients, and customers.	
Monitoring session –WIC clinic	
Group nutrition education presentations - community	
Food service rotation - complete assigned work tasks in a timely manner; Maintain flexibility with work schedule; Behave in accordance with the Academy of Nutrition and Dietetics Code of Ethics; Have consideration for life experiences, educational background, and cultural diversity among patients, clients, and customers	
Total/4	

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

DI 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

- a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered
- b. Diagnose nutrition problems and create problem etiology, signs and symptoms, PES statements
- c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention
- d. Monitor and evaluate problems, etiologies, signs, symptoms, and the impact of interventions on the nutrition diagnosis

Activity	Grade
Community Needs Assessment	
NCP application - community	
Conduct nutrition assessments and follow ups practicing the Nutrition Care Process using ADIME - clinical	
Complete and present case study on complex medical case. Practice the Nutrition Care Process using ADIME	
Total/4	

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

Activity	Grade
Monitoring session – WIC clinic presentation	
Client education material development	
Pediatric practicum presentation	
Group nutrition education presentation - community	
Complete and present case study on complex medical case. Practice the Nutrition Care Process using ADIME - clinical	
Food service rotation - develop and present an in-service for food service staff on a topic relevant to life experiences, cultural diversity, or educational background. Create a handout with key points of presentation and conduct a self evaluation of presentation.	
Total/6	

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

Activity	Grade
Food service rotation - evaluate menus to reduce costs and meet budget criteria for the facility or conduct plate waste study and report findings	
Total	

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

Activity	Grade
Client education development	
Community organization food visit/written report	
Group nutrition education presentation - community	
Newspaper health article	
Health fair	
Food service rotation- develop a disaster plan for meals and service and complete an implementation diagram to carry out the plan.	
Total/6	

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

Activity	Grade
Group nutrition education presentation - community	
Lactation literature review/report	
Newspaper health article	
Client education material development	
Total/4	

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

Activity	Grade
Supervise ordering, receiving, and production of food supplies	
Total	

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

Activity	Grade
Modify a menu for a specific cultural or health need.	
Total	

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

DI 4.1 Use organizational processes and tools to manage human resources

Activity	Grade
Participate in Human Resource Management as it pertains to interviewing, hiring, record keeping, interdisciplinary action, etc. of employees	
Human resource management activity - community	
Total/2	

DI 4.2 Perform management functions related to safety

Activity	Grade
Conduct safety and sanitation audits	
Total	

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

Activity	Grade
Community Needs Assessment	
Grant writing	
Research equipment, outline specs and cost of equipment; Review bidding process for food, equipment, and supplies.	
Total/3	

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

Activity	Grade
Community - Leadership activity assignments	
Community – public policy assignments	
Total/2	

DI 4.5 Conduct clinical and customer service quality management activities

Activity	Grade
Monitoring session- WIC clinic	
Group nutrition education evaluation	
Clinical rotation – Plan and organize quality improvement and outcome studies. Conduct patient satisfaction survey; collate and evaluate data. Submit survey and results. And/or Conduct chart audit as assigned. Compile methods, results and discussion of study and make recommendations. Compare to previous studies. Present results.	
Conduct patient meal rounds, plate waste studies, tray audits, portion control, and temperature control audits	
Total/4	

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

Activity	Grade
Clinical rotation - conduct research, using available technology (computer, internet, electronic databases, etc), on an emerging issue identified by preceptor. Must apply evidence-based guidelines. Prepare report and present to preceptor. Prepare education materials if applicable. Submit report and materials	
Community Needs Assessment	
Grant writing	
OASIS utilization	
Research - community	
Client education development material	
Pediatric presentation using prezi	
Total/7	

DI 4.7 Prepare and analyze quality, financial or productivity data and develop a plan for intervention

Activity	Grade
Monitoring session – WIC clinic	
Cost benefit analysis	
Food service rotation - complete a nutrition care audit (example: employee productivity) and create a plan for improvement	
Total/3	

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

Activity	Grade
Cost benefit analysis	
Perform marketing functions for specialty items or design materials to encourage use of Food and Nutrition Services.	
Total/2	

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

Activity	Grade
Conduct cash handling audit or review the Food and Nutrition Services budget to determine areas for maximizing fiscal outcomes by cutting cost, reducing waste, maximizing employee productivity etc.	
Total/2	

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

Activity	Grade
Grant writing	
Identify a specific need within the department and develop a business plan for implementation including the development of a budget, staffing needs, facility requirements, equipment and supplies.	
Total/2	

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

Activity	Grade
Community Needs Assessment	
Grant writing	
Nutrition Care Process utilization	
Research	
Total/4	

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

Activity	Grade
Observe and participate in billing and coding for nutrition services provided - community	
Observe and participate in billing and coding for nutrition services provided - clinical	
Total/2	

Concentration Competencies: Public Health Nutrition

CC 5.1 Apply principles learned in core public health and DI courses to the multidisciplinary application of public health nutrition

Activity	Grade
Community Needs Assessment	
Children with special needs/BCW/CMS/C1st activities	
Public Health program visit/observation assignment	
Public policy assignments	
Total/4	

CC 5.2 Evaluate emerging public health research and develop evidence based solutions to current public health issues

Activity	Grade
Community Needs Assessment	
Research - community	
Total/2	

Community Preceptor Signature _____ Date _____

Clinical Preceptor Signature _____ Date _____

Food Service Preceptor Signature _____ Date _____

ATTACHMENT O

Instructions for Completing the “Intern Activity Log”**1. Record Activities Daily**

Record the date and time and number of hours you were involved in internship activities daily. Describe in DETAIL what you were doing that day. Record the DI number(s) for the activitie(s)

Examples:

Community

Made 10 phone calls to form partnerships for health fair
Presented "Food Safety is for Everyone" to 5 Head Start Foodservice employees. Presentation included Power Point, Handouts, and group discussions.
Developed hand washing handout for Food Safety Presentation.
Researched 15 websites for literature search for pediatric obesity.
Accompanied Environmental Specialists to Taco Bell and County Senior Center Central Kitchens.
Took blood pressure, height, weight, BMI, and Hmg for 5 adults
Brainstormed with preceptor for ideas for social marketing project.
Met with church pastor to discuss and schedule diabetes presentation.

Clinical

Accompanied diet tech and assisted screening patients. Assigned Level I and II and submitted report to appropriate dietitian. (Documented in medical record)
Modified 10 patient menus to meet specific diet prescriptions
Collected and calculated calorie counts for 2 patients(documented in medical record)
Accompanied dietitian and completed 5 diet assessments on patients with the following diagnosis: (Documented in medical record)

1 CVA

1 MI

2 DM

1 ESRD

Provided patient education to 2 patients. Documented in medical record

COPD

Coumadin

Participated in rounds on CVD floor. Presented information on 2 patients being discussed. Physician, social worker, physical therapist, case manager, and nurses attended.

2. Total the weekly hours ask facility coordinator/preceptor to sign logs weekly.**3. Submit signed logs and Rotation Hours Summary at the end of each rotation.**

ATTACHMENT P

DIETETIC INTERNSHIP ACTIVITY LOG

DATE	TIME	ACTIVITY	DI # (s)	PRACTICE HOURS
Total Hours				

AUTHORIZED SIGNATURE: _____ **DATE:** _____

Complete a rotation summary hours form for each rotation with the dietetic internship activity logs for that rotation attached.

Intern: _____ Rotation: _____

Facility: _____

ROTATION HOURS SUMMARY

Rotation _____

Dates of Rotation _____

Intern _____

Facility _____

Facility Preceptor _____

Total Hours in Rotation _____

Hours required for each rotation:

Community	600
Clinical	288
Diabetes	48
Renal	72
Food Service	<u>192</u>
Total	1200

The signatures below certify that the required number of hours for the rotation has been completed.

Facility Preceptor Signature _____ Date _____

Intern Signature _____ Date _____

Attach dietetic internship activity logs to this document.

ATTACHMENT R

Rotation Goals and Reflection

To be completed at the start of each rotation by dietetic intern and preceptor. This serves as a guide for current rotation and will be reviewed with preceptor and internship director following completion of experience.

1. Prior evaluation and competency grid have been reviewed and discussed at start of rotation. Experiences planned build on previous rotation experiences to show progression of learning:

Yes No This is the first rotation

Intern _____ Preceptor _____ Date _____

2. The following 3 goals have been identified for current rotation:

- 1.
- 2.
- 3.

3. Goals have been reviewed and discussed at end of rotation: Yes No

Intern _____ Preceptor _____ Date _____

4. Comments on achievement of goals and plans for continued growth:

ATTACHMENT S

INTERN MID-POINT PERFORMANCE REVIEW

Name of Intern: _____ Preceptor: _____

Rotation Site: _____ Dates: From _____ To _____

*To be completed by **intern**, reviewed with preceptor and signed by both intern and preceptor. Areas of disagreement should be noted. Form should be faxed or sent by electronic mail to the internship director or coordinator following completion*

- 1 = Intern struggles with meeting expectations
- 2 = Intern is approaching expectations, growth/progress is evident
- 3 = Intern completely meets expectations

Expectation	1	2	3
Quantity of Work: Projects are underway or completed. Intern accomplishes assigned workload within specified time frame. Demonstrates time management			
Quality of Work: Intern's work is well executed, thorough, effective, and accurate			
Knowledge of Job: Intern demonstrates level of understanding that is expected at this stage of internship			
Cooperation with Others: Intern gets along with others and behaves professionally at all times			
Relations with Preceptor: Intern seeks input in ways to improve performance. Preceptor offers encouragement and advice in a respectful manner. Preceptor is available and responds within a reasonable time frame to concerns			
Initiative and Dependability: Intern demonstrates self directed learning, seeking out new experiences and enthusiastically embracing opportunities. Intern follows through on assignments			
Intern Comments:			
Preceptor Comments:			

Intern: _____

Date: _____

Preceptor: _____

Date: _____

ATTACHMENT T

GDPH Dietetic Internship Handbook Acknowledgment Form

By signing this form, I acknowledge that I have read and familiarized myself with the 2012 edition of the Georgia Department of Public Health Dietetic Internship Student Handbook.

Additionally, I understand the contents of this document and how the policies and procedures of Dietetic Internship Program will impact my progress in the program.

I also understand that the policies and procedures established in future editions of the Dietetic Internship Student Handbook supersede all previous policies and procedures of the Dietetic Internship Program.

I am also aware that the most current edition of the Dietetic Internship Student Handbook can be found on the Georgia Department of Public Health Dietetic Internship Program web site.

Finally, I have spoken with the GDPH Dietetic Internship Director to discuss any questions or concerns I have regarding the contents of the 2012 Dietetic Internship Student Handbook.

Signature of Intern _____

Printed Name _____

Date _____

ATTACHMENT U

Community Preceptor Agreement
Georgia Department of Public Health Dietetic

Districts that support an applicant who has applied for the GDPH Dietetic Internship must have a Registered Dietitian (RD) consenting to serve as the community rotation preceptor. The following excerpt from the internship manual describes the role of the preceptor. The Community Preceptor is responsible for overseeing the intern and for signing or co-signing all Core Competencies for Dietitians (CD's) documentation reports, evaluations and logs.

The Nutrition Services Director/WIC Coordinator and the RD who will be the community preceptor for the intern must sign this form and the intern applicant must return it to the state internship office. If the Nutrition Services Director/WIC Coordinator is an RD and will be the community preceptor, only his/her signature is required.

Community Preceptor

The facility in which interns are assigned will identify one person on the dietetic department staff to serve as the preceptor. The preceptor serves as a liaison between the facility and the Dietetic Internship Program. Specific responsibilities of the community preceptor are provided below.

Position Relationship: The preceptor is a front-line role model, instructor and evaluator for interns. She/he will provide day-to-day supervision of the intern. The community preceptor, appointed by the facility director, is a liaison between the facility and the Dietetic Internship Program, working through the program director.

Responsibilities: The community preceptor is responsible for the overall planning, coordination, implementation, supervision and evaluation of the students' learning experiences, as written in the dietetic internship curriculum for supervised practice. The primary responsibilities of the community preceptor are:

Planning

- Develop internal rotation schedules for interns that will provide opportunities to achieve competencies/objectives through learning experiences, as planned.
- Select and/or approve the selection of patients and other educational opportunities for interns.
- Attend the Preceptors' training on the Dietetic Internship Program offered by the Nutrition Section.

ATTACHMENT U Cont.

**Community Preceptor Agreement
Georgia Department of Public Health Dietetic**

Implementation

- Orient interns to the organizational and physical structure of the facility; its nutrition, food and related health and social services.
- Introduce interns to other facility, staff with which they may have contact.
- Allow interns to observe the preceptor delivering nutrition care services, food system services and administrative/management services, as applicable to objectives and planned learning experiences.
- Supervise interns as they deliver nutrition care services, food system services and administrative/management services, as applicable to objectives and planned learning experiences.
- Work with interns in developing and implementing projects that will be presented to patients and/or the Dietetic Internship faculty.

Evaluation

- Handle the day-to-day education, supervision and evaluation of the intern.
- Review, discuss and approve evaluations and progress reports of interns in all planned experiences in the assigned facility.
- Prepare the formal reports on the interns' mid-point and final evaluation.
- Bring any undesirable performance, habits or delayed progress to the interns and the Program Director's attention immediately.
- Evaluate intern's performance and progress for those experiences supervised by preceptor.

The signatures below indicate that _____ (Name of intern) will have a GDPH employee who is a qualified RD to serve as the Community Preceptor for the community rotation.

Signature, Nutrition Services Director/WIC Coordinator

Date

Signature, Community /Preceptor
(Required if different from Nutrition Services Director/WIC Coordinator)

Date

(Signature, Intern Applicant)

2012 Public Health Dietetic Internship Program Advisory Board Members

Name	Affiliation	Contact Info	Specialty
Sherry Bryant, MS, RD, LD	Previous Internship Director and Past Intern	P.O. Box 464308, Lawrenceville, GA 30042 770-339-2919 sherryabryant@aol.com	Public Health Dietetics
Julianne Gaston, MPH, RD, LD	GDPH Internship Director	2 Peachtree Street, Ste 11-222, Atlanta, GA 30303 404-657-2884 jngaston@dhr.state.ga.us	Public Health Dietetics
Doug Carr, MS, RD, LD	Wellstar Cobb Hospital Preceptor	3950 Austell Rd., Austell, GA 30106 770-732-3790 (w) 770-583-9392 (b) douglas.carr@wellstar.org	Clinical Dietetics
Betsy Pape, RD, LD	Internship Coordinator	2 Peachtree Street, Ste 11-257, Atlanta, GA 30303 404-657-2877	Public Health Dietetics
Blanche Moreman RD, LD	Internship Coordinator	122 Gordon Commercial Dr., Sec B. Bldg. LaGrange, GA 30240 706- 298-1572 badeloach@gdph.state.ga.us	Public Health Dietetics
Jatun Neal, MFCS, RD, LD	Previous Internship Director and Clinical Dietitian	Atlanta VA Medical Center 1513 East Cleveland Avenue, Suite 300 East Point, Georgia 30344 404-321-6111 x4238 jatun.neal@va.gov	Public Health Dietetics
Todd Stormant, RD, LD	Nutrition Services Manager	2 Peachtree Street, Ste. 11-267, Atlanta, GA 30303 404-657-2884 trstormant@dhr.state.ga.us	Public Health Dietetics
Cathy McCarroll	Internship Director, GSU	csm1234@aol.com	Academics
Donna Plummer, MS, RD, LD	Life University Dietetic Internship Coordinator	1269 Barclay Circle, Marietta, Georgia 30060 770-426-2736 x 1734 dplummer@life.edu	Academia
Susan Sanders, RN, MPH, RD	Coca Cola Company Life Sciences Specialist	P.O. Box 1734-NAT 358A, Atlanta, GA 3001 404-676-8628, 404-676-7166 (fax) susanders@na.ko.com	Industry Dietetics

Name	Affiliation	Contact Info	Specialty
Rhonda Tankersley, RD, LD	Internship Coordinator	1309 Redmond Circle, Rome, GA. 30165-1391 706-295-6660 rrlandrum@dhr.state.ga.us	Public Health Dietetics
Tonya Scott, RD, LD, CLC	Past Intern and Clinical Dietitian	tescottrd@gmail.com	Public Health Dietetics
Freda Mitchem, RD, LD	Past Intern and Community Preceptor	WIC Program Manager Troup, Carroll, & Heard Counties Department of Public Health-D4 WIC 900 Dallis Street LaGrange, Georgia 30240 (706) 298-3765 fvhenderson@dhr.state.ga.us	Public Health
Greg French, RD, LD, CPT	Past Intern and Community Preceptor	WIC Program Coordinator DeKalb County Board of Health 395 Glendale Road Scottdale, GA 30079 404-297-7204 glfrench@dhr.state.ga.us	Public Health Dietetics
Karen Rutledge, RD, LD, CLC	Past Intern and Community Preceptor	Nutrition Services Director North Georgia Health District 1-2 100 W. Walnut Ave. Suite # 92 Dalton, GA 30720 706 272 2991 kbrutledge@dhr.state.ga.us	Public Health Dietetics
Sharon McLeod, RD, LD, CLC	Past Intern and Community Preceptor	Nutrition Manager District 2 Public Health 1280 Athens Street Gainesville, Ga. 30501 678.696.2215 slmcleod@dhr.state.ga.us	Public Health Dietetics

PRECEPTOR/ROTATION EVALUATION FORM

Intern: _____ Rotation Name/Dates: _____

Preceptor: _____ Date: _____

Evaluation Criteria Points: (1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree	Points:
I was appropriately oriented to the area <ul style="list-style-type: none"> • Introduced to key people • Priorities explained • Resources identified • Expectations discussed 	
I was appropriately trained by my RD preceptor at my rotation site, before being expected to handle responsibilities	
Preceptor demonstrated a strong foundation of knowledge	
Preceptor utilized current theory in practice	
Preceptor effectively mentored me <ul style="list-style-type: none"> • Provided rationale behind decisions • Regularly informed me of my progress • Encouraged me to enhance strengths and fortify weaknesses • Challenged me to increase quality and quantity of work 	
Preceptor was sufficiently able to facilitate learning	
Preceptor treated me with dignity and respect	
Preceptor considered me to be a valuable team member	
As the result of this rotation, I have a good understanding of the practitioner’s role in this area of practice	
As the result of this rotation, I have developed a deeper foundation of knowledge in this area of practice	
As a result of this rotation, my ability to apply knowledge and skills from on situation to another has grown	
I am satisfied with this preceptor	

ATTACHMENT W Cont.

Please comment on statements receiving a 3 or lower:

What experiences would enhance this rotation?

Additional comments:

ATTACHMENT X

PROJECT EVALUATION

Intern Name: _____

Date: _____

Project: _____

- Of the following evaluation parameters, please select the number that best reflects your rating of the observed intern performances for each of the criteria listed.
- A comment section is provided at the end to elaborate on the intern’s strengths and areas for improvement

5	Excellent	Always applies self, integrates materials and applies concepts
4	Good	Applies self, generally integrates materials and applies concepts
3	Adequate	Applies self and knows basic materials only as required
2	Poor	Vaguely applies self and/or does not clearly grasp basic materials
1	Unacceptable	Unprepared and/or unable to understand basic materials

COMPONENTS OF AN EFFECTIVE PROJECT	SCORE	COMMENTS
PREPARATIONS <ul style="list-style-type: none"> • Assess target population’s needs • Identifies needed resources • Establishes objectives and outcome measures • Establishes timeline of project steps, including periodic review of progress with preceptor • Gather timely and appropriate data and/or materials 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
PROJECT DEVELOPMENT <ul style="list-style-type: none"> • Takes initiative to identify new approach, methodology, resources or partners • Handles logistics such as budget, copying, contacts, etc accurately and with minimal supervision • Accurately analyze data or problem • Discusses rough draft and conclusions with preceptor, responsive to preceptor’s feedback on objective activities and suggested changes 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
PRESENTATION <ul style="list-style-type: none"> • Presents oral or written project professionally • Identifies how this project might be replicated in other situations 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
TOTAL INTERN SCORE	__ /15	

Total possible score: 15 Pass score (70%): 11 or above Failing score: 10 or below; intern must revise and resubmit the project

Intern’s area of strengths:

Intern’s areas of improvement:

Preceptors Signature _____ Date: _____

Intern’s Signature _____ Date: _____

**Georgia Department of Public Health Dietetic Internship
PRESENTATION SELF EVALUATION**

Intern Name: _____

Date: _____

Rotation Site: _____

This form is used by the intern to self reflect after a presentation and may also be useful in helping the intern to prepare for presentations. The intern will self evaluate on each component. The comments section will be used to write specific plans to address a score of 3 or less

5	Excellent	Always applies self, integrates materials and applies concepts
4	Good	Applies self, generally integrates materials and applies concepts
3	Adequate	Applies self and knows basic materials only as required
2	Poor	Vaguely applies self and/or does not clearly grasp basic materials
1	Unacceptable	Unprepared and/or unable to understand basic materials

COMPONENTS OF AN EFFECTIVE PROJECT	SCORE	COMMENTS
PREPARATIONS <ul style="list-style-type: none"> • Identifies learner needs • Defines goal(s) and objective(s) • Logistics: Room set –up, sign-in list, arrange for AV equipment, etc. 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
CONTENT <ul style="list-style-type: none"> • Gives introduction • Sequences presentation, logically-states purpose of presentation and uses good transition between sub-topics • Gives accurate information • Uses appropriate level of information and materials • Provides opportunity for questions • Reviews key points as conclusions 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
COMMUNICATION <ul style="list-style-type: none"> • Speak clearly and distinctly with proper grammar and with enthusiasm • Maintains eye contact • Discerns audience receptivity and adjusts appropriately • Portrays confidence, sincerity and enthusiasm • Uses audio visual aids appropriately to help strengthen/enhance the message of the presentation • Skills spontaneous and not mechanical • Covers information within the time frame 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
EVALUATION <ul style="list-style-type: none"> • Evaluates effectiveness of presentation 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
TOTAL SCORE	___/20	

Intern's Signature: _____

Date: _____

ATTACHMENT Z

GROUP EDUCATION PRESENTATION EVALUATION

Intern Name: _____

Date: _____

Rotation Site: _____

5	Excellent	Always applies self, integrates materials and applies concepts
4	Good	Applies self, generally integrates materials and applies concepts
3	Adequate	Applies self and knows basic materials only as required
2	Poor	Vaguely applies self and/or does not clearly grasp basic materials
1	Unacceptable	Unprepared and/or unable to understand basic materials

COMPONENTS OF AN EFFECTIVE PROJECT	SCORE	COMMENTS
PREPARATIONS <ul style="list-style-type: none"> Identifies learner needs Defines goal(s) and objective(s) Logistics: Room set –up, sign-in list, arrange for AV equipment, etc. 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
CONTENT <ul style="list-style-type: none"> Gives introduction Sequences presentation, logically-states purpose of presentation and uses good transition between sub-topics Gives accurate information Uses appropriate level of information and materials Provides opportunity for questions Reviews key points as conclusions 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
COMMUNICATION <ul style="list-style-type: none"> Speak clearly and distinctly with proper grammar and with enthusiasm Maintains eye contact Discerns audience receptivity and adjusts appropriately Portrays confidence, sincerity and enthusiasm Uses audio visual aids appropriately to help strengthen/enhance the message of the presentation Skills spontaneous and not mechanical Covers information within the time frame 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
EVALUATION <ul style="list-style-type: none"> Evaluates effectiveness of presentation 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
TOTAL INTERN SCORE	<u> </u> / 20	

Total possible score: 20 Pass score (70%): 14 or above Failing score: 13 or below: intern must repeat the session

Intern’s area of strengths:

Intern’s areas of improvement:

Evaluator’s Signature: _____ Date: _____

Intern’s Signature: _____ Date: _____

ATTACHMENT AA

Georgia Department of Public Health Dietetic Internship
Orientation/Training/Didactic Evaluation Form

Presenter Name	
Date	
Topic	

Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1

The Presenter	5	4	3	2	1	N/A			
Was well prepared									
Provided an overview or purpose of the training									
Presented materials in a logical sequence									
Paced the lesson/presentation appropriately									
Presented beneficial subject matter									
Provided adequate time to cover subject matter									
Gave clear explanation of subject matter									
Encouraged participation and maintained audience attention and interaction									
Showed enthusiasm and interest in subject matter									
Gave adequate time for questions									
Responded to questions appropriately									

What suggestions do you have for improving this presentation?

Other comments?

ATTACHMENT BB

WAIVER and RECOMMENDATION FORM

To the applicant: Please complete the following:

Name: _____ **Date of Graduation:** _____
(Last, first, middle or maiden)

The applicant should sign and date one of the following statements:

1) I wish to have access to this letter and I understand that under the Family Education Rights to Privacy Act of 1974, 20 U.S.C.A. Par. 1323 g (a) (1) and P.L. 397 of 1978, I have the right to read this recommendation.

Applicant's Signature _____ Date _____

2) I wish this letter to be confidential and I hereby waive any and all access rights granted me by the above laws to this recommendation.

Applicant's Signature _____ Date _____

Please rate the applicant on the qualities you feel you can judge on the grid below. Indicate your perception of the student’s readiness to function in a dietetic internship program at this time. Provide comments of ratings and your signature on next page.

Student’s Name		Actual or Expected Date of Graduation	
----------------	--	---------------------------------------	--

O – Outstanding; MS - More than Satisfactory; SAT – Satisfactory; NI - Needs Improvement, U - unsatisfactory

	O	MS	SAT	NI	U	Unable to Evaluate
Application of Knowledge						
Nutrition Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medical Nutrition Therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foodservice Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analytical Skills/Problem Solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conceptual Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Skills						
Oral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills						
Peers/Co-Workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers/Supervisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership Potential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative/Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adaptability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaction to Stress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perseverance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organizational Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works Independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibility/Maturity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Potential as a Dietitian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationship to Applicant:	Advisor: <input type="checkbox"/>		Teacher: <input type="checkbox"/>		Work Supervisor: <input type="checkbox"/>	Other: <input type="checkbox"/>
If Other, please indicate relationship:						
How long have you known applicant?						
How well do you know applicant?						

Do You: (Check appropriate box.)	Highly Recommend		Recommend		Not Recommend
	5 <input type="checkbox"/>	4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>

Additional Information: Use to amplify or add to characteristics rated on previous page. Indicate applicant's strengths and those qualities that require further development. (May use a separate sheet or letter.)

Strengths:

Qualities that Require Further Development:

Name _____

Signature _____ **Date** _____

Position _____

Place of Employment _____

Address _____

Phone _____ **E-mail** _____

Prepared by The American Dietetic Association and Dietetic Educators of Practitioners Practice Group for optional use by dietetics education programs (2004).

Department of Public Health 2013 Certificate of Insurance

STATE OF GEORGIA
DEPARTMENT OF ADMINISTRATIVE SERVICES
CERTIFICATE OF INSURANCE

Name and Address of Agency Department of Administrative Services Risk Management Services P.O. Box 38198, Capitol Hill Station Atlanta, Georgia 30334	Coverages Afforded By: Company Letter A State of Ga. Risk Management Services Company Letter B Great American Insurance Company
Name and Address of Insured Department of Public Health	Company Letter C Company Letter D Company Letter E

This certificate is given as a matter of information only and confers no rights upon the certificate holder. Notwithstanding any requirement, term or condition of any contract or other document with respect to which this certificate may be issued or may pertain, the insurance afforded by the policy(ies) described herein is subject to all the terms, exclusions and conditions of such policy(ies). This certificate does not amend, extend or otherwise alter the coverages afforded by the policy(ies) described herein.

COMPANY LETTER	TYPES OF INSURANCE	POLICY NUMBER	POLICY EXPIRES	LIMITS APPLY SEPARATELY PER POLICY
A	COV. LIABILITY (GL, MEDICAL MALPRACTICE) A TORT CLAIMS LIABILITY POLICY. State agency or Authority is insured when sued in state courts.	TCP 401-14-13	6/30/2013	BODILY INJURY & PROPERTY DAMAGE & PERSONAL INJURY COMBINED
A	B EMPLOYEE LIABILITY POLICY. Employee is insured when sued individually. C STATE AUTHORITY POLICY. Coverage applies when Authority is sued in federal court	CGL 401-14-13	6/30/2013	PER PERSON \$1,000,000 AGGREGATE \$3,000,000 OCCURRENCE POLICIES (X)
Contractual and/or Additional Insured Coverage applies to Certificate Holder if policy A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> is checked.				
A	COV. AUTOMOBILE LIABILITY COVERAGE D Owned, rented, and non-owned automobiles when Agency or Authority is sued in state court or employee is sued in federal court	TCP 401-14-13	6/30/2013	C.S.L. PER PERSON \$1,000,000 AGGREGATE \$3,000,000
	E Physical Damage Coverage			Other than Coll. 500 Ded. Coll. 500 Ded.
	F Excess Authority Coverage when Authority is sued in federal court G Excess Contractual and /or additional insured coverage when certificate holder is sued in federal or state court yes <input type="checkbox"/> no <input type="checkbox"/>			LIMITS SHOWN INCLUDE THE LIMITS OF LIABILITY SHOWN UNDER COVERAGES C-D FOR AUTHORITIES ONLY SINGLE LIMIT LIABILITY:
A	H WORKER'S COMP. COVERAGE	SELF-INSURED	NONE	STATUTE
B	COV. MISC. COVERAGE I Property J Other (Fidelity Bond)	GVT 554-39-95-12	6/30/2013	\$50,000,000

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES

Contractual Liability is NOT provided and the Certificate Holder is NOT an additional insured. Coverage applies to state employees while performing state assigned duties.

CANCELLATION:

In the event of cancellation of the policy(ies) described herein, Risk Management Services will endeavor to provide 30 days written notice to the certificate holder, however Risk Management Services assumes no legal responsibility for failure to do so.

NAME AND ADDRESS OF CERTIFICATE HOLDER TO WHOM IT MAY CONCERN

DATE ISSUED: 5/30/2012
Lisa M. Pratt
AUTHORIZED REPRESENTATIVE

ATTACHMENT DD

Department of Public Health 2013 Letter: State of Georgia Self-Insurance Programs



May 30, 2012

Re: State of Georgia Self-Insurance Programs

To Whom It May Concern:

Please be advised, the Georgia Tort Claims Act (O.C.G.A. 50-21-20 *et seq.*) provides a limited waiver of sovereign immunity for claims against the State of Georgia arising from certain negligent acts or omissions of 'state officers or employees' up to a maximum damage amount of \$1,000,000 per person, \$3,000,000 per occurrence. The Georgia Tort Claims Act mandates that the Department of Administrative Services insures or self-insures and administers all claims brought against a state agency or agencies under this Act.

If a claim brought under the Georgia Tort Claims Act goes into litigation, the State Attorney General's Office has primary control over the case and constitutionally is only able to provide counsel for state agencies and their employees.

Accordingly, as a general rule, the State of Georgia will not add a private, non-state entity or individual as an additional insured and/or loss payee under the state's self-insurance programs administered by the Department of Administrative Services.

Should you have any further questions, please do not hesitate to contact me.

Sincerely,

Lisa M. Pratt
Director
DOAS, Risk Management Services Division

Dietetic Internship Program Application

Dietetic Internship Program Application

Verify application requirements of each program to which you wish to apply.
Not all programs use this form. All information must be typed/printed.

Date _____

Name _____
(Last) (First) (Middle or Maiden)

Present Address _____

(Street) (Apt #)

(City) (State) (Zip Code) (Phone) XXX-XXX-XXXX

Permanent Address (If different) _____

(Street) (Apt #)

(City) (State) (Zip Code) (Phone)

Cell Phone Number (Phone number where you can be reached on Appointment Day.)

E-mail address Social Security Number

Actual or Expected Date (Month/Year) Baccalaureate Degree conferred. Actual or Expected Date (Month/Year) DPD Course requirements completed.

Foreign Applicants: Designate Immigration Status _____ Expiration Date: _____

Grade Point Averages: _____
Overall Undergraduate (See page 6.) DPD (See page 6.) Overall Graduate (If applicable)

Graduate Record Exam Results:
(If taken, include a copy with your application.)

- Not all programs require GRE scores.
- Check each program's admission requirements.
- Leave blank if not applicable.

Date Taken (Month/Year) Verbal Score Quantitative Score Analytical Writing Score

- Use the following steps with Word 2007, to unlock this document so it is editable, i.e. you are able to modify box sizes, font etc.
1. Open the file in Word.
 2. Click on Review tab (at top of page)
 3. Click on Protect Document (usually at far right)
 4. Click on Restrict Formatting and Editing
 5. Click on Stop Protection
 6. The form is now unlocked and editable. Treat it as you would any table in a Word document.
 7. After making edits, click on "Yes, Start Enforcing Protection". When the dialog box appears, just click "ok" without entering anything into the password fields. This allows you to once again jump between fields with the tab key and the drop down boxes, work as intended.

ATTACHMENT EE Cont.

Education: List all colleges or universities attended, with most recent listed first.

College/University	City and State of College/Univeristy	Start and End Dates (Month/Year)	Degree

Recommendations: List the names of the 3 individuals who will complete your recommendation forms.

Name	Title	Address	E-mail and Phone
			Email: Phone:
			Email: Phone:
			Email: Phone:

Honors and/or extracurricular activities after beginning college: List organizations, appointed or elected offices held, scholarships, honors, and certifications received. Include dates for honors

Professional Organization Memberships: List professional organizations of which you are a member.

ATTACHMENT EE Cont.

Work experiences in the past five (5) years: List all experiences, including volunteer, beginning with the most recent. Indicate if the experience was paid, volunteer or part of a practicum/field experience associated with a college course. Briefly describe key responsibilities. When indicating the amount of hours, use hrs/wk for reoccurring work and volunteer experiences and total hours for limited time volunteer and practicum/field experiences. (Note: if you have professional dietetics work experience from over five years ago, you may include it.) Use additional pages as needed.

Name of Employer / Organization	Position Title	Start and End Dates (Month/Year)	Hrs/Wk or Total Hours	Paid, Volunteer, or Practicum
1.				
Supervisor's Name and Title:			Email:	
			Phone:	
Key Responsibilities:				
2.				
Supervisor's Name and Title:			Email:	
			Phone:	
Key Responsibilities:				
3.				
Supervisor's Name and Title:			Email:	
			Phone:	
Key Responsibilities:				
4.				
Supervisor's Name and Title:			Email:	
			Phone:	
Key Responsibilities:				
5.				
Supervisor's Name and Title:			Email:	
			Phone:	
Key Responsibilities:				
6.				
Supervisor's Name and Title:			Email:	
			Phone:	
Key Responsibilities:				

ATTACHMENT EE Cont.

Work experiences in the past five (5) years, continued

Place of Employment and/or Practicum	Position, Title	Start and End Dates (Month/Year)	Hrs/Wk or Total Hours	Paid, Volunteer, or Practicum
7.				
Supervisor's Name and Title:			Email:	
Key Responsibilities:			Phone:	
8.				
Supervisor's Name and Title:			Email:	
Key Responsibilities:			Phone:	
9.				
Supervisor's Name and Title:			Email:	
Key Responsibilities:			Phone:	
10.				
Supervisor's Name and Title:			Email:	
Key Responsibilities:			Phone:	
11.				
Supervisor's Name and Title:			Email:	
Key Responsibilities:			Phone:	
12.				
Supervisor's Name and Title:			Email:	
Key Responsibilities:			Phone:	

ATTACHMENT EE Cont.

Didactic Program in Dietetic (DPD) Courses: Include all courses required to meet DPD requirements at your college or university. If a course has not been completed, indicated INC in the No. of Credits column. See instructions on page 6. Use additional pages as needed. (If you have earned credits from multiple educational systems that use different credit units, e.g. semesters and quarters, you must convert all credits to one type of unit.)

College or University	Course Prefix & No.	Course Title	Lab / Practicum	Term & Year	No. of Credits	Grade Earned	Grade Points Earned
			<input type="checkbox"/>				
			<input type="checkbox"/>				
			<input type="checkbox"/>				
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			<input type="checkbox"/>				
			<input type="checkbox"/>				
					Totals Credits		Total Grade Points

I certify the information I have provided in this application is true and accurate and recognize any false or incorrect statements made herein will be grounds for my dismissal from the program. I understand I must provide an original copy of a signed Verification Statement substantiating completion of academic requirements prior to start date of program.

_____ Date

_____ Signature

Instructions for Completing Grade Point Averages

CALCULATING UNDERGRADUATE GPA: (If you have earned credits from multiple educational systems that use different credit units, e.g. semesters and quarters, you must convert all credits to one type of unit.)

- Example 1 – Pat completed all courses required for an undergraduate degree in nutrition from one university.
 - Pat should use the calculated GPA on the institution's transcripts.
- Example 2 - Sarah earned an undergraduate degree in sociology with a minor in nutrition. She attended two community colleges and a state university to fulfill all degree requirements. She took several general interest courses while attending these colleges, although the courses did not meet any specific degree requirements. These courses are listed on her transcripts. Sarah also took a ceramics class at a fourth community college during one summer. It was the only course she took from this college and is not one of the three colleges she attended to meet her degree requirements. Sarah will calculate the Undergraduate GPA using the transcripts from the three institutions she attended where she earned credits towards her undergraduate degree. Because Sarah did not transfer her ceramics course grade to her degree granting institution, it will not be included in the Undergraduate GPA calculation. General interest courses Sarah took from the three credit earning institutions will be included.

	College/University 1		College/University 2		College/University 3	
	Credits	GPA	Credits	GPA	Credits	GPA
From Transcripts	15	3.90	24	2.90	89	3.32
Grade Points Earned ^a	58.5		69.6		295.48	

^aTo calculate Grade Points Earned, multiply the number of credits times the GPA for each respective institution separately.

^bTo calculate the Undergraduate GPA, divide the Total Grade Points Earned by the Total Credits. In this example: $423.58 \div 128 = 3.31$.

Total Grade Points Earned =	423.58
Total Credits =	128
Undergraduate GPA^b =	3.31

CALCULATING DPD GPA:

Each university has specific courses which meets Didactic Program in Dietetics (DPD) requirements. The DPD Director at the university where you earned or will earn the Verification Statement indicating you are eligible to apply to a dietetic internship will have a list of these courses. The following scale should be used to calculate Grade Points Earned for your DPD GPA. For repeated courses, list both grades earned but use only the higher grade to calculate the DPD GPA.

Grade earned	Grade Points Earned for each credit
A+, A, A-	4.0
B+, B, B-	3.0
C+, C, C-	2.0
D+, D, D-	1.0

Sample completed form:

College or University	Course Prefix & No.	Course Title	Lab / Practicum	Term & Year	No. of Credits	Grade Earned	Grade Points Earned	
Midtown University	Chem 113	Chemistry	<input type="checkbox"/>	Fall '08	3	B	9	
	Chem 114	Chemistry Lab	<input checked="" type="checkbox"/>	Fall '08	1	A-	4	
	A&P 202	Physiology (includes lab)	<input checked="" type="checkbox"/>	Fall '07	0	D	0	
	A&P 202	Physiology (includes lab) (retook class)	<input checked="" type="checkbox"/>	Fall '08	4	C+	8	
Centerville Comm. College	Psych 100	Intro to Psychology	<input type="checkbox"/>	Summer '08	3	A	12	
	Eng 101	English Composition	<input type="checkbox"/>	Summer '08	3	B+	9	
Eastside State University	Nutr 344	Food Management	<input type="checkbox"/>	Spring '08	3	B-	9	
	Nutr 444	Advanced Nutrition	<input type="checkbox"/>	Spring '09	INC*			
					Totals Credits	17	Total Grade Points	51
To calculate DPD GPA, divide the Total Grade Points by the Total Credits. In this example: $51 \div 17 = 3.00$							DPD GPA	3.00

*INC Incomplete - currently enrolled or to be completed.

2008 FOUNDATION KNOWLEDGE AND COMPETENCIES

COMMISSION ON ACCREDITATION FOR DIETETICS EDUCATION
2008 FOUNDATION KNOWLEDGE AND COMPETENCIES – DIETITIAN EDUCATION

Individuals interested in becoming Registered Dietitians should expect to study a wide variety of topics focusing on food, nutrition and management. These areas are supported by the sciences: biological, physiological, behavioral, social and communication. Becoming a registered dietitian involves a combination of academic preparation, including a minimum of a baccalaureate degree, and a supervised practice component.

The foundation knowledge requirements will be the focus of the academic component of dietitian education, either in a Didactic Program in Dietetics or a Coordinated Program accredited by the Commission on Accreditation for Dietetics Education, the accrediting agency for the American Dietetic Association. These requirements may be met through separate courses, combined into one course, or as part of several courses as determined by the college or university sponsoring a CADE-accredited program.

Competence to practice dietetics is achieved through a CADE-accredited supervised practice component, either in a baccalaureate or masters degree Coordinated Program or a post-baccalaureate Dietetic Internship. Competency statements specify what every dietitian should be able to do at the beginning of his or her practice career. The competency statements build on the foundation knowledge necessary for the entry-level practitioner to perform reliably at the level indicated. A concentration area is added to the basic competencies so that a supervised practice program can prepare graduates for identified market needs. Thus, all entry-level dietitians will have the basic competencies and additional competencies according to the concentration area completed.

FOUNDATION KNOWLEDGE FOR DIDACTIC CURRICULUM CONTENT	COMPETENCIES DIETITIAN SUPERVISED PRACTICE
1: Scientific and Evidence Base of Practice: integration of scientific information and research into practice	
Knowledge Requirement	Competencies/Learning Outcomes
<p>KR 1.1. The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.</p> <p>KR 1.1.a. Learning Outcome</p> <p style="padding-left: 40px;">Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.</p> <p>KR 1.1.b. Learning Outcome</p> <p style="padding-left: 40px;">Students are able to use current information technologies to locate and apply evidence-based guidelines and protocols; for example, the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites.</p>	<p>Upon completion of supervised practice, graduates are able to:</p> <p>SP 1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes</p> <p>SP 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice</p> <p>SP 1.3 Justify programs, products, services and care using appropriate evidence or data</p> <p>SP 1.4 Evaluate emerging research for application in dietetics practice</p> <p>SP 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis</p>

2008 FOUNDATION KNOWLEDGE AND COMPETENCIES

COMMISSION ON ACCREDITATION FOR DIETETICS EDUCATION
2008 FOUNDATION KNOWLEDGE AND COMPETENCIES – DIETITIAN EDUCATION

FOUNDATION KNOWLEDGE FOR DIDACTIC CURRICULUM CONTENT	COMPETENCIES DIETITIAN SUPERVISED PRACTICE
2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.	
Knowledge Requirements	Competencies/Learning Outcomes
<p>KR 2.1. The curriculum must include opportunities to develop a variety of communication skills sufficient for entry into pre-professional practice.</p> <p> KR 2.1.a. Learning Outcome</p> <p> Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.</p> <p> KR 2.1.b. Learning Outcome</p> <p> Students are able to demonstrate assertiveness, advocacy and negotiation skills appropriate to the situation.</p> <p>KR 2.2. The curriculum must provide principles and techniques of effective counseling methods.</p> <p> KR 2.2.a. Learning Outcome</p> <p> Students are able to demonstrate counseling techniques to facilitate behavior change.</p> <p>KR 2.3. The curriculum must include opportunities to understand governance of dietetics practice, such as the ADA Scope of Dietetics Practice Framework, the Standards of Professional Performance and the Code of Ethics for the Profession of Dietetics; and interdisciplinary relationships in various practice settings.</p> <p> KR 2.3.a. Learning Outcome</p> <p> Students are able to locate, understand and apply established guidelines to a professional practice scenario.</p> <p> KR 2.3.b. Learning Outcome</p> <p> Students are able to identify and describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services.</p>	<p>Upon completion of supervised practice, graduates are able to:</p> <p>SP 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA Scope of Dietetics Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics</p> <p>SP 2.2 Demonstrate professional writing skills in preparing professional communications (e.g. research manuscripts, project proposals, education materials, policies and procedures)</p> <p>SP 2.3 Design, implement and evaluate presentations considering life experiences, cultural diversity and educational background of the target audience</p> <p>SP 2.4 Use effective education and counseling skills to facilitate behavior change</p> <p>SP 2.5 Demonstrate active participation, teamwork and contributions in group settings</p> <p>SP 2.6 Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the ability of support personnel, jurisdictional law, practice guidelines and policies within the facility</p> <p>SP 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice</p> <p>SP 2.8 Demonstrate initiative by proactively developing solutions to problems.</p> <p>SP 2.9 Apply leadership principles effectively to achieve desired outcomes</p> <p>SP 2.10 Serve in professional and community organizations</p> <p>SP 2.11 Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals</p> <p>SP 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work</p>

2008 FOUNDATION KNOWLEDGE AND COMPETENCIES

COMMISSION ON ACCREDITATION FOR DIETETICS EDUCATION
2008 FOUNDATION KNOWLEDGE AND COMPETENCIES – DIETITIAN EDUCATION

FOUNDATION KNOWLEDGE FOR DIDACTIC CURRICULUM CONTENT	COMPETENCIES DIETITIAN SUPERVISED PRACTICE
	prioritization and work ethic within various organizational cultures SP 2.13 Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetics Registration SP 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background
3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations	
Knowledge Requirements	Competencies/Learning Outcomes
<p>KR 3.1. The curriculum must reflect the nutrition care process and include the principles and methods of assessment, diagnosis, identification and implementation of interventions and strategies for monitoring and evaluation.</p> <p>KR 3.1.a. Learning Outcome Students are able to use the nutrition care process to make decisions, to identify nutrition-related problems and determine and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion.</p> <p>KR 3.2 The curriculum must include the role of environment, food, nutrition and lifestyle choices in health promotion and disease prevention.</p> <p>KR 3.2.a. Learning Outcome Students are able to apply knowledge of the role of environment, food and lifestyle choices to develop interventions to affect change and enhance wellness in diverse individuals and groups</p> <p>KR 3.3. The curriculum must include education and behavior change theories and techniques.</p> <p>KR 3.3.a. Learning Outcome Students are able to develop an educational session or program/educational strategy for a target population.</p>	<p>Upon completion of the SP, graduates are able to:</p> <p>SP 3.1 Perform the Nutrition Care Process (a through d below) and use standardized nutrition language for individuals, groups and populations of differing ages and health status, in a variety of settings</p> <p>SP 3.1.a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered</p> <p>SP 3.1.b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements</p> <p>SP 3.1.c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention</p> <p>SP 3.1.d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis</p> <p>SP 3.2 Develop and demonstrate effective communications skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing</p> <p>SP 3.3 Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.</p> <p>SP 3.4 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions</p>

2008 FOUNDATION KNOWLEDGE AND COMPETENCIES

COMMISSION ON ACCREDITATION FOR DIETETICS EDUCATION
2008 FOUNDATION KNOWLEDGE AND COMPETENCIES – DIETITIAN EDUCATION

FOUNDATION KNOWLEDGE FOR DIDACTIC CURRICULUM CONTENT	COMPETENCIES DIETITIAN SUPERVISED PRACTICE
	SP 3.5 Deliver respectful, science-based answers to consumer questions concerning emerging trends SP 3.6 Coordinate procurement, production, distribution and service of goods and services SP 3.7 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals
4: Practice Management and Use of Resources: strategic application of principles of management and systems in the provision of services to individuals and organizations	
Knowledge Requirements	Competencies/Learning Outcomes
KR 4.1. The curriculum must include management and business theories and principles required to deliver programs and services. KR 4.1.a. Learning Outcome Students are able to apply management and business theories and principles to the development, marketing and delivery of programs or services. KR 4.1.b. Learning Outcome Students are able to determine costs of services or operations, prepare a budget and interpret financial data. KR 4.1.c. Learning Outcome Students are able to apply the principles of human resource management to different situations KR 4.2. The curriculum must include content related to quality management of food and nutrition services. KR 4.2.a. Learning Outcome Students are able to apply safety principles related to food, personnel and consumers. KR 4.2.b. Learning Outcome Students are able to develop outcome measures, use informatics principles and technology to collect and analyze	Upon completion of the SP, graduates are able to: SP 4.1 Use organizational processes and tools to manage human resources SP 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food SP 4.3 Apply systems theory and a process approach to make decisions and maximize outcomes SP 4.4 Participate in public policy activities, including both legislative and regulatory initiatives SP 4.5 Conduct clinical and customer service quality management activities SP 4.6 Use current informatics technology to develop, store, retrieve and disseminate information and data SP 4.7 Prepare and analyze quality, financial or productivity data and develops a plan for intervention SP 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits SP 4.9 Obtain and analyze financial data to assess budget controls and

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2008 FOUNDATION KNOWLEDGE AND COMPETENCIES

COMMISSION ON ACCREDITATION FOR DIETETICS EDUCATION
2008 FOUNDATION KNOWLEDGE AND COMPETENCIES – DIETITIAN EDUCATION

FOUNDATION KNOWLEDGE FOR DIDACTIC CURRICULUM CONTENT	COMPETENCIES DIETITIAN SUPERVISED PRACTICE
<p>data for assessment and evaluate data to use in decision-making</p> <p>KR 4.3. The curriculum must include the fundamentals of public policy, including the legislative and regulatory basis of dietetics practice.</p> <p> KR 4.3.a. Learning Outcome</p> <p> Students are able to explain the impact of a public policy position on dietetics practice.</p> <p>KR 4.4. The curriculum must include content related to health care systems.</p> <p> KR 4.4.a. Learning Outcome</p> <p> Students are able to explain the impact of health care policy and administration, different health care delivery systems and current reimbursement issues, policies and regulations on food and nutrition services</p>	<p>maximize fiscal outcomes</p> <p>SP 4.10 Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies.</p> <p>SP 4.11 Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.</p> <p>SP 4.12 Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers</p>
<p>5. Support Knowledge: knowledge underlying the requirements specified above.</p>	
<p>SK 5.1. The food and food systems foundation of the dietetics profession must be evident in the curriculum. Course content must include the principles of food science and food systems, techniques of food preparation and application to the development, modification and evaluation of recipes, menus and food products acceptable to diverse groups.</p> <p>SK 5.2. The physical and biological science foundation of the dietetics profession must be evident in the curriculum. Course content must include organic chemistry, biochemistry, physiology, genetics, microbiology, pharmacology, statistics, nutrient metabolism, and nutrition across the lifespan.</p> <p>SK 5.3. The behavioral and social science foundation of the dietetics profession must be evident in the curriculum. Course content must include concepts of human behavior and diversity, such as psychology, sociology or anthropology</p>	

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ATTACHMENT HH

Conference/Training Report

Name of Conference/Training_____

Date_____

Location_____

Speaker(s)_____

Main Subject of Conference_____

Brief Summary:

Describe how you will benefit from the information/knowledge gained.

Positives:

Negatives:

ATTACHMENT II

**INSTRUCTIONS FOR COMPLETING THE
CORE COMPETENCIES FOR DIETITIANS (DI) DOCUMENTATION FORM****Top Section**

Put your name the, the rotation and facility (i.e. Clinical/General Hospital), preceptor name at date in the blanks at the top.

The preceptor assigns the grade and places it in the blank.

Part I Core Competencies for Dietitians (DI) Number.

Place the number of the DI:

Example: DI 1 (1.1, 1.2)

Part II Goals/Objectives: Write the objective from the curriculum AND your own personal objectives for this goal

Example:

- A) **Perform in accordance with the Code of Ethics for the Profession of Dietetics.**
- B) To interpret the 19 principles in terms of ethical behaviors.
- C) To use the Code of Ethics in decision making in my practice of dietetics.

Part III Planned Experiences:

Write the experiences suggested in the curriculum AND your own personal plans for achieving this objective

Example:

- 1.1 Orientation
 - a) Mission and Philosophy
 - b) Code of Ethics
 - c) Policy and Procedure Manual
- 1.2 Case studies
 - My Plans:
 - Attend the orientation class.
 - Participate in discussion.
 - Read assigned materials.
 - Participate in group discussion of ethics cases to decide.

Part IV. Evaluation Strategy:

Complete the evaluation form honestly giving both the benefits and the deficiencies of the training.

Note: When you are the presenter, you would include the evaluation instrument used and a tally of the results of the evaluation.

ATTACHMENT II Cont.

Part V. Results:**Summary and reaction to handouts.**

Code of Ethics for the Profession of Dietetics:

Nineteen principles guide the dietitian in determining professional ethical behavior. They include such things as honesty, integrity, quality service, continuing education, use of credentials, licensure and many other principles to insure the ethics of the individual.

Three people compose the AND Ethics Committee. The committee will hear complaints and issue opinions. The Committee will hear the complaint that an AND member has violated the Code of Ethics and determine the resolution. The steps the committee, the member and complainant will take are outlined. The rights and responsibilities of all parties are explained in detail. Disciplinary actions may include censure, probation, suspension of registration, expulsion, and revocation of credentials.

Reaction:

This article and discussion helped me to understand the professional definition of ethics. I plan to use it as I make professional decisions as a dietitian.

Characteristics of ethical issues versus poor business practices: (write summary)

Dietetics professionals are ethically obligated to maintain personal competence in practice.

(Write summary)

The Academy of Nutrition and Dietetics Standards of Professional Practice for Dietetics Professionals. (Write Summary)

Case Study Discussion: In our group, we discussed case study three. We came to consensus that the dietitian breached the following principles: 1, 3, 5, and 19. The practitioner in question displayed a lack of professionalism, honesty and integrity. Because of the severity and number of violations, we recommended revocation of the RD credentials.

Part VI Resources:

Print Resources:

ADA Journal Articles: (See titles in Summary above)

People:

Beth Holloway, MEd, RD, LD
Nutrition Program Consultant
Nutrition Section
Family Health Branch
GA Division of Public Health
Department of Human Resources

Sherry Bryant, MS, RD,LD
Nutrition Program Consultant
Nutrition Section
Family Health Branch
GA Division of Public Health
Department of Human Resources

ATTACHMENT II Cont.**Power Point Presentation:**

Code of Ethics produced by the Academy of Nutrition and Dietetics

V. Attachments

If you have Power Point files, Excel files, other Word files, list the filenames and the type of files here.

Example: No additional files. (You could go to the AND Journal website and download the PDF files of these articles.)

VI. Additional Materials

For some DI's, you will use commercially prepared brochures, posters, etc. that are not available electronically. For some rotations, especially clinical, you will use forms of the institutions that are not available. Patient confidentiality will also dictate that you not submit copies to anyone outside of an institution. List and describe all of these types of items. Submit paper copies to the facility coordinator/preceptor, but not to the preceptor coordinator.

ATTACHMENT JJ

Core Competencies for Dietitians (DI) Documentation Form**Intern Directions**

Consult with the preceptor and complete parts **I – IV** at the beginning of the rotation. Complete the remainder of the form during the rotation and present to the preceptor for approval as each CD is completed. Send an electronic copy to your preceptor-coordinator when completed.

The spaces on this form for each component is not reflective of the space needed to complete each. Form will expand as work is typed into each section.

Intern: _____ **Rotation Facility:** _____

Preceptor: _____ **Date:** _____

Facility Coordinator/Preceptor Directions:

Grade: _____ (To be assigned by preceptor and/or facility coordinator)

Using reports, logs, observations and/or other evaluation documentation, rate the work done to complete this CD using the scale below.

- 4 Superior (Exceeds expectations for the level of experience of an intern)
- 3 Competent. (Reflects a competence that would be expected of an entry level dietitian)
- 2 Needs improvement (Required to complete additional work or redo the work done to complete this CD)
- 1 Unsatisfactory (Reflects an unacceptable level of work)

I. Core Competencies for Dietitians (CD) Number:**II. Goals/Objectives:** (From curriculum)**III. Planned Experiences:** (Methods and activities planned/performed to meet objectives. Include the planned activities from the curriculum **AND** specific plans for the project/activities you are planning.)**IV. Evaluation Strategy:** (Describe methodology for determining if objectives were met. Include a copy of the evaluation instrument and a summary of the results from the evaluation of the group.)

(Continued on page 2))

- V. **Results:** Write a summary and report results as a part of this report. Attach documentation as needed i.e. if you presented a Power Point Presentation or used Excel or some other program.
- VI. **Resources:** Cite all references and resources used to complete the project. Use appropriate format for all references.
- VII. **Attachments:** List all documents that are being submitted electronically with this report
- VIII. **Additional Materials**
For the Facility Coordinator and/or Preceptor:
List all items that that were used with this report that are not available electronically t i.e. handouts obtained from outside sources, charts, posters, forms, etc. The facility coordinator or preceptor should have a hard copy of these items.

For the Preceptor Coordinator:

The electronic file which is submitted to the preceptor coordinator should list and give a brief description of each item. Include enough detail for the reader to have an understanding of the items. Do not send paper copies to the preceptor coordinator.

ATTACHMENT KK

Dietetic Internship 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:
 - Patient's initials
 - Patient's age
 - Nationality
 - Status in life – job title, marital status
- II. Report on Admission
 - Date of admission
 - Present illness – onset, duration
 - Diagnosis
 - General condition upon admission
 - General orders – diet, medication, drugs, etc.\
- III. Special history
 - Past Medical History
 - Family History
 - Social conditions affecting health – economic, familial, emotional and/or psychological
- IV. Discussion of disease or condition
 - 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
 - Nutrition Assessment
 - 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)
 - Nutrition Intervention with goals
 - Nutrition Monitoring and Evaluation with goals
- VI. Progress of this patient
 - 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

VIII. Bibliography

INTERVIEWING AND COUNSELING EVALUATION

Intern Name: _____ Rotation Site: _____ Date: _____

The purpose of this form is to identify an intern’s strengths and limitations in practices during progression toward meeting the standards for an entry-level dietitian.

- Of the following evaluation parameters, please select the number that best reflects your rating of the observed intern performance for each of the criteria listed.
- A comment section is provided at the end to elaborate on the intern’s strengths and areas for improvement

5	Excellent	Always applies self, integrates materials and applies concepts
4	Good	Applies self, generally integrates materials and applies concepts
3	Adequate	Applies self and knows basic materials only as required
2	Poor	Vaguely applies self and/or does not clearly grasp basic materials
1	Unacceptable	Unprepared and/or unable to understand basic materials

COMPONENTS OF AN EFFECTIVE SESSION	SCALE OR SCORE	COMMENTS
PREPARATION <ul style="list-style-type: none"> • Reviews client patient data • Prepares environment, materials and teaching objectives • Discusses plan with preceptor. 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
BUILDS RAPPORT <ul style="list-style-type: none"> • Introduces self, explains outline of session • Uses eye contact and appropriate body language, modulates voice appropriately • Practices active listening and displays empathy • Appears comfortable with the client/patient and subject area 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
COLLECTS <ul style="list-style-type: none"> • Gathers subjective information using open-ended and assessment questions • Effectively brings client patient back to nutrition topic • Collects dietary intake data • Verifies portions using food models • Reviews and/or obtains anthropometric measurements as appropriate • Review and/or obtains diagnostic data as appropriate 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
ASSESSES <ul style="list-style-type: none"> • Develops intervention plan based on nutrition assessment and individual needs • Assess client/patient’s current knowledge and readiness to change • Correctly assesses food records 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	

COMPONENTS OF AN EFFECTIVE SESSION	SCALE OR SCORE	COMMENTS
LISTENING/EMPATHY SKILLS <ul style="list-style-type: none"> Review objectives findings with client/patient and explain them in simple terms as they relate to nutrition Responds to cues from client patient; addresses questions and concerns first. Acknowledge feelings such as anxiety as well as facts. Deviates from own objectives as necessary 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
RECOMMENDS <ul style="list-style-type: none"> Makes recommendations based on nutrition assessment Avoids judgmental language such as “You need to ...” Offers anticipatory guidance if possible, “What to expect. . .” Avoid technical jargon by emphasizing food groups rather than nutrients Individualizes education based on client/patient’s usual intakes, culture, lifestyle and food preferences Engages client/patient in demonstrating, understanding, e.g.: circling preferences, writing goals. Checks for understanding restates information 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
SET GOALS <ul style="list-style-type: none"> Allows client/patient to set goals and helps make them RUMBA: Reasonable: must have means to achieve help determine roadblocks Understandable: worked in foods or activities Measurable: contain numbers with quantity, frequency vs. “increase” Behavioral: contain activities such as cooking, shopping, tracking, planning Attainable: small steps to change behaviors 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
FOLLOW –UP <ul style="list-style-type: none"> Documents session accurately and in timely manner Review documentation and evaluation with supervising RD 	<input type="checkbox"/> 5 <input type="checkbox"/> 4 <input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1	
TOTAL INTERNS SCORE	___/45	

Total possible score: 45 Pass score (70%): 32 or above Failing score: 31 or below: intern must repeat the session.

Intern’s area of strengths:

Intern’s areas of improvement:

Preceptor’s Signature _____ Date: _____

Intern’s Signature _____ Date: _____

ATTACHMENT MM

**Final Report Grading Sheet
Community Needs Assessment**

Element	Total Points	Criteria	Points Earned
Executive Summary	5	<ul style="list-style-type: none"> Concisely summarizes the main components of the CNA 	
Introduction/ Purpose of CNA	2.5	<ul style="list-style-type: none"> Introduces the CNA project Clearly states the purpose of the CNA – including both the health topic and population 	
Background and History of Organization	2.5	Provides description history and background of the organization – including overview of history and activities related specifically to the needs assessment	
Literature Review	5	<ul style="list-style-type: none"> Thoroughly describes aspect relevant to the health topic – including epidemiology, multilevel determinants, outcomes Addresses relevant levels of information (ex. national, state, local) 	
Definition of Community	5	<ul style="list-style-type: none"> Clearly defines the community being assessed – who, where 	
Community Analysis	8	<ul style="list-style-type: none"> Thoroughly describes all relevant aspects of community analysis (History, geography, business/commerce, demographics, social, cultural, and political environment, community health status, community health care system, community social services) 	
Community Resources and Assets	8	<ul style="list-style-type: none"> Thoroughly describes resources available in the community 	
Geographic Map(s) or Organizational Chart	5	<ul style="list-style-type: none"> Includes detailed map/chart Includes thorough description of map/chart 	
Windshield Survey	5	<ul style="list-style-type: none"> Thoroughly describes community characteristics Includes relevant photos 	
Methodology: Key Informant Interviews and Primary Data Collection	5	<ul style="list-style-type: none"> Thoroughly describes sample, recruitment methods, interview methods, data analysis plan of both data collection phases, procedures for triangulation 	
Data Analyses: Key Informant Interviews and Primary Data Collection	15	<ul style="list-style-type: none"> Results are concisely summarized Pertinent quotes, tables, and/or figures are included Results are triangulated and interpreted – multiple data sources are considered together; matrix included 	
Limitations	5	<ul style="list-style-type: none"> Considers limitations of methodologies and constraints of the NA project 	
Lessons Learned	5	<ul style="list-style-type: none"> Considers lessons learned while conducting the CNA 	

Element	Total Points	Criteria	Points Earned
Recommendations and Priorities	10	<ul style="list-style-type: none"> • Procedures for developing recommendations is summarized • Recommendations and priorities draw from the results of multiple data sources • Recommendations given for the agency/project and future projects/research 	
Conclusion	5	<ul style="list-style-type: none"> • Clearly summarizes the main points of the report 	
Appendices	4	<ul style="list-style-type: none"> • Includes all pertinent material – ex. Data collection instruments 	
Style and Presentation of the Report	5	<ul style="list-style-type: none"> • Includes title and organization name • Clear, concise writing • Few typos or spelling/grammar mistakes • References correctly cited • Consistent and professional formatting 	

Total Points: _____

**Georgia Department of Public Health Dietetic Internship
Peer Evaluation Form**

Please rate each member of the group based on the rubric below. Provide a **numeric score** based on the descriptions and use the blank area to describe each individual's role in the assignment.

<p>E (Excellent) = 5-4 points Was timely in responding and assisted peers in conducting data analyses and developing presentation of data findings. Clearly eager to help whenever possible. Provided useful resources when appropriate. Work was always on time and of high quality. Clearly very prepared.</p>	<p>G (Good) = 4-3 points Was somewhat timely in responding, and sometimes attempted to assist peers in conducting data analyses and developing presentation of data findings. Sometimes provided useful resources. Work was a little behind schedule or was not of high quality. Seemed prepared.</p>	<p>D (Deficient) = 2-1 point Rarely showed up in the group area and did not seem willing or able to assist peers in conducting data analyses and developing presentation of data findings. Rarely provided useful resources. Did not complete work, or work was poor quality. Seemed unprepared.</p>	<p>A (Absent) = 0 points Did not participate.</p>
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	SCORE (0 – 5 pts)	Describe each group member's role in this assignment. Please use this space to write other comments as well
Your Name:		
Member Name:		
Member Name:		
Member Name:		
Member Name:		
Member Name:		