



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

Georgia Department of Public
Health

Pediatric Acute Care Rotation Curriculum

WIC Dietetic Internship Program



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Planned Activity: Perform Nutrition Care Process

Competencies: CRD 1.1, CRD 1.2, CRD 2.1, CRD 2.6, CRD 2.7, CRD 2.10, CRD 2.11, and CRD 3.1 a-e, CRD 3.2, CRD 4.5

Learning Objectives:

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

Resources:

1. Completed clinical pre rotation modules
2. eatright.org/healthProfessionals/content.aspx?id=7077
3. ADA Pocket Guide to Nutrition Assessment, 2nd edition
4. Food Medication Interaction Handbook, 17th edition
5. Nutrition and Diagnosis Related Care, 7th edition
6. Nutrition Therapy & Pathophysiology, 2nd edition by Nelms, et al (Chapters 2, 3, 4, and 6)
7. Pediatric Nutrition Support Handbook online at healthsystem.virginia.edu/pub/dietitian/nutrition_manual/2012%20PNSH%20for%20Online.pdf

Intern Directions:

1. Review all resources.
2. Using the appropriate facility forms, conduct nutrition care process (nutrition assessment, diagnosis, intervention and goal, and monitoring/evaluation plan) on a variety of patients (minimum of three (3) per week)
 - a. Record all nutrition care contacts on conditions, populations and disciplines form.
3. Receive preceptor feedback on NCP performance.
4. At the completion of the rotation, submit completed conditions, populations and disciplines form.

Preceptor Directions:

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



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Planned Activity: Interdisciplinary Care

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

Learning Objectives:

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

Resources:

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

Intern Directions:

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

Preceptor Directions:

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



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Reflection Brief

Name: _____ Date: _____

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

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

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

Discuss how the experience has impacted your professional practice.



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Planned Activity: Infant Feeding Option Comparison

Competencies: CRD 1.3, CRD 2.2, CRD 4.5

Learning Objectives:

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

Resources:

1. Texas Children's Hospital Pediatric Nutrition Reference Guide, 9th Edition
2. Nutrition Therapy & Pathophysiology, 2nd Edition by Nelms, et al
3. Nutrition and Diagnosis Related Care, 7th Edition
4. Academy of Nutrition and Dietetics Pediatric Nutrition Care Manual
5. American Academy of Pediatrics Pediatric Nutrition Handbook
6. Academy of Nutrition and Dietetics Pediatric Nutrition Care Manual (comparison tool)
7. Meet with Preceptor to plan the activity.
8. Use multiple resources to complete a review and comparison of human milk in pre-term and full term deliveries and infant formulas designed for pre-term and full term infants to include review of calories, protein, calcium, phosphorus, and fat.
9. Submit preceptor for review and grading.
10. At the completion of the rotation, submit the completed comparison paper electronically to Dietetic Internship Program Director.

Preceptor Directions:

1. Meet with intern to plan the activity and direct intern to other appropriate resources for this project
2. At the completion of the rotation, using the Definition of Performance Standards, score the intern on overall performance in this area on the final evaluation form.
3. At the completion of the rotation, using the Definition of Performance Standards, score the intern on overall performance in this area on the final evaluation form.



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Planned Activity: Infant Formula Recipe Calculation

Competencies: CRD 2.1, CRD 3.2, CRD 3.6, CRD 4.5

Learning Objectives:

1. The intern will be able to appropriately create and adjust specialized infant formula recipes to meet patient individual nutrition needs.

Resources:

1. medical.gerber.com/tools/articles.aspx?topicid=0e09bec4-d4d9-47cf-b109-57d331810992
2. healthsystem.virginia.edu/pub/dietitian/clinical-nutrition-tools.html
3. mjin.com/app/iwp/hcp2/secureContent.do?dm=mj&id=-12520&iwpst=HCP&ls=0&csred=1&r=3548591624
4. abbottnutrition.com/product/product-handbook-landing

Intern Directions:

1. Meet with preceptor to plan activity.
2. Complete calculations and write out the adjustment recipe for a calorie or other nutrient concentrated formula; Submit to preceptor for grading.
3. At the completion of the rotation submit an electronic copy of the written formula recipe to the Dietetic Internship Program Director and retain a copy for your records.

Preceptor Directions:

1. Demonstrate how to do formula adjustment calculations to the intern.
2. Assign a formula adjustment calculation problem to the intern (either case study or real patient) and assist intern with locating the most appropriate resources for completing the assignment.
3. Review the intern's completed formula adjustment calculation assignment(s) and provide feedback.
4. At the completion of the rotation, using the Definition of Performance Standards, score the intern on overall performance in this area on the final evaluation form.



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Professional Behaviors Evaluation

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

Scoring Definitions:

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

Behavior	Score	Comment
Attention to Duty – Thorough and conscientious work ethic, meets responsibilities in a timely manner and displays professional appearance		
Dependability – Less amount of supervision needed, works independently, punctual, completes assignment and follows through		
Judgment – Displays decision making skills (logical and critical thinking), calm demeanor and is mindful of intern scope of practice		
Initiative – Displays initiative and active role in learning, demonstrates resourcefulness to find answers independently, volunteers for assignments and displays leadership		
Communication – Displays good oral and written communication skills, listens and responds appropriately, displays tact and diplomacy, initiates discussions with others when appropriate		
Theoretical Knowledge – Relates theory to practice, appropriately assesses situations/problems, identifies needs/solutions		
Quantity of Work – Demonstrates planning and time management		
Quality of Work – Demonstrates attention to detail as evidence by accurate, organized, and neat submissions		
Cooperation – Works with and helps others, maintains positive relationships, assumes appropriate share of work, accepts responsibility for mistakes, cooperates under stress, others seek interns assistance		
Attitude – Displays tact, self-confidence, positive and unbiased approach, integrity, and professional demeanor, incorporates constructive criticism to make improvements, self-reflects		
Total	/100	

4 = 90 – 100

3.5 = 80 – 89

3.0 = 75 - 79

2.0= less than 75

Strongest Areas:

Areas needing improvement:



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Pediatric Acute Care Clinical Rotation Final Evaluation

Definition of Performance Standards:

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

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

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

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

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



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Planned Experience	Competency Met	Score	Comments					
Nutrition Care Process	CRD 1.1 CRD 1.2 CRD 2.1 CRD 2.6 CRD 2.7 CRD 2.10 CRD 2.11 CRD 3.1 a-e CRD 3.2 CRD 4.5	<table border="1"> <tr> <td>4.0</td> <td>3.5</td> <td>3.0</td> <td>2.0</td> <td>1.0</td> </tr> </table>	4.0	3.5	3.0	2.0	1.0	
4.0	3.5	3.0	2.0	1.0				
Interdisciplinary Care	CRD 2.5 CRD 2.6 CRD 2.7 CRD 2.8 CRD 2.10 CRD 2.11	<table border="1"> <tr> <td>4.0</td> <td>3.5</td> <td>3.0</td> <td>2.0</td> <td>1.0</td> </tr> </table>	4.0	3.5	3.0	2.0	1.0	
4.0	3.5	3.0	2.0	1.0				
Infant Feeding Option Comparison	CRD 1.3 CRD 2.2 CRD 4.5	<table border="1"> <tr> <td>4.0</td> <td>3.5</td> <td>3.0</td> <td>2.0</td> <td>1.0</td> </tr> </table>	4.0	3.5	3.0	2.0	1.0	
4.0	3.5	3.0	2.0	1.0				
Infant Formula Recipe Calculation and Adjustment	CRD 2.1 CRD 3.2 CRD 3.6 CRD 4.5	<table border="1"> <tr> <td>4.0</td> <td>3.5</td> <td>3.0</td> <td>2.0</td> <td>1.0</td> </tr> </table>	4.0	3.5	3.0	2.0	1.0	
4.0	3.5	3.0	2.0	1.0				
Professional Behavior	CRD 2.1 CRD 2.7 CRD 2.11	<table border="1"> <tr> <td>4.0</td> <td>3.5</td> <td>3.0</td> <td>2.0</td> <td>1.0</td> </tr> </table>	4.0	3.5	3.0	2.0	1.0	
4.0	3.5	3.0	2.0	1.0				

Add up total score _____/20 X 100= _____%

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

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

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

Intern Signature: _____

Date _____

Preceptor Signature _____

Date _____