# ILLINOIS STATE UNIVERSITY DIETETIC INTERNSHIP PROGRAM

## Student Handbook

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ILLINOIS STATE UNIVERSITY DIETETIC INTERNSHIP PROGRAM

Mission of the Family and Consumer Sciences Graduate Program

The Dietetic Internship at Illinois State University is housed within the Graduate Program in the Department of Family and Consumer Sciences.

In developing the curricula of a Family and Consumer Sciences graduate program, which is responsive to individual and career needs of students, the graduate faculty have anticipated the changing nature of careers. As new careers emerge, new offerings may be incorporated within the program. A meaningful career and personal life requires that a person have not only specific skills but also flexibility, imagination, and the ability to make significant decisions. Graduate courses in the Department of Family and Consumer Sciences aim for both personal and professional growth in the development of the total person.

The Graduate Program in Family and Consumer Sciences has these fundamental purposes:

- Provide the integration of theory, research, and practice necessary for students to pursue lifelong learning toward excellence in scholarship and professional application.
- Provide a unifying element for students that will reflect a distinctive Family and Consumer Sciences perspective to their particular area of emphasis.
- Prepare students to use the appropriate technologies, creative pedagogies, leadership, and critical thinking skills to enhance their area of interest.
- Prepare students to understand and appreciate diversity for the improvement of the quality of life of communities, families and individuals in a multicultural, global, ever-changing society.
- Promote the development of practitioners capable of using, interpreting, evaluating and generating research that may include creative endeavors, to solve problems and improve practice in their particular area of emphasis.

Mission of the Leadership & Project Management Dietetic Internship at Illinois State University

The Dietetic Internship program prepares students to be competent entry-level registered dietitian nutritionists and lifelong learners in the community by providing a variety of opportunities to increase their capacity for inquiry, logical thinking, critical analysis, synthesis, and leadership as they apply theory to practice.
The Goals and Objectives of the Dietetic Internship program include:

Program Goal 1: The program will prepare superior quality graduates to be competent entry-level registered dietitian nutritionists.

Measurable Program Objectives:

a. During the ACEND accreditation period, ≥80% of program interns will complete the MS/DI program requirements for graduation within 31 months (150% of the planned time).

b. During the ACEND accreditation period, each entering MS/DI class will have an average GPA > 3.0.

c. During the ACEND accreditation period, ≥80% of program graduates within 12 months of completing the program will be employed in nutrition and dietetics or related field.

d. During the ACEND accreditation period, ≥90% of graduates who complete the Exit Evaluation at graduation will respond that they are either very satisfied or satisfied with their preparation to accept a position as an entry-level competent practitioner.

e. During the ACEND accreditation period, ≥90% of alumni who complete the Alumni Survey at 18-months after graduation who sought and ascertained a position as a dietetics practitioner will respond either strongly agree or agree for their preparation to enter the workforce as an entry-level practitioner.

f. During the ACEND accreditation period, ≥90% of employers who complete the survey will indicate on a scale of 1 (low) to 5 (high) a response of ≥3 for satisfaction with the graduate’s preparation for entry-level practice.

g. During the ACEND accreditation period, ≥90% of program graduates will take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.

h. Over a five-year period, ≥80% of program graduates will pass the CDR credentialing exam for dietitian nutritionists within one year following first attempt.

Program Goal 2: The program will prepare graduates to incorporate theory into practice through leadership and project management in foodservice, clinical, and community nutrition.

Measurable Program Objectives:

a. During the ACEND accreditation period, ≥90% of graduates who complete the Exit Evaluation at graduation will respond either very satisfied or satisfied with the opportunities to apply theory into practice during the three internship rotation areas [foodservice, clinical, and community].

b. During the ACEND accreditation period, ≥90% of alumni at 18-months after graduation who sought and ascertained a position as a dietetics practitioner will respond either strongly agree or agree with the internship experiences incorporating theory into practice.

c. During the ACEND accreditation period, ≥90% of the preceptors who complete the survey will respond either very satisfied or satisfied with the comprehensive experiences that the three rotations [foodservice, clinical, and community] provide interns.

d. During the ACEND accreditation period, ≥90% of graduates who complete the Exit Evaluation at graduation will respond either very satisfied or satisfied with the opportunities to develop/enhance leadership and management skills.

Accreditation Status

The Dietetic Internship at Illinois State University is granted continued accreditation by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics. 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995 312/899-0040

The dietetic internship has been designed for the preparation of professionals in a variety of positions in clinical dietetics, community nutrition, food service management, and leadership & project management. Graduates who meet the Performance Requirements of the Accreditation Council for Education in Nutrition and Dietetics as delineated in the dietetic internship program are eligible to take the Registration Examination.
POLICIES & PROCEDURES

All policies and procedures listed in the Student Handbook are consistent with Illinois State University’s current practice.

Recruitment

The Dietetic Internship at Illinois State University considers all applicants equitably.

Admission Requirements (10.1.a)

1. Completion of a didactic program in dietetics.
2. A cumulative GPA of 3.0 (on a 4.0 scale) is preferred. Individuals with a lower G.P.A. will be considered.
3. A minimum TOEFL score of 550 for all International students is required.
4. Completion of a minimum of 150 hours of paid or volunteer work experience in food service and/or nutrition care is preferred.

Criteria for Intern Performance Monitoring, Retention and Remediation in the DI Program (10.1.b, 10.1.c, 10.2.k)

The Illinois State University Dietetic Internship Program has admission criteria that guide the program in choosing interns who are likely to succeed in completing the program. It is our intent that every intern will graduate and pass the Registration Exam for Registered Dietitian Nutritionists.

1. A student needs to achieve a satisfactory (B) grade in each graduate course and at least a competent score in all core and concentration competencies. Failure to achieve a B in each course and at least a competent rating in each competency (as scored on the evaluations by preceptors and measured on the cumulative assessment matrix) will cause a student to be withdrawn from the program (See #2 for remediation plans which exist prior to withdrawal from program).
2. Performance Monitoring: Students will be evaluated by preceptors at each rotation site on how adequately they meet various competencies by themselves. Interns will be evaluated on which quartile they achieve in meeting for each competency. Quartiles are as follows: 1st-Observe; 2nd-Give input, feedback; 3rd-Do tasks with preceptor, getting ready to do independently; 4th-Without preceptor, independent work. Interns will be evaluated midway through each rotation site and receive feedback from the preceptor regarding scores.
3. Remediation: If an intern is not making satisfactory progress at any point during rotations, a remediation plan will be developed between the preceptor, intern, and program director. A plan will be set to provide the necessary tools, skills, and opportunities for the student to become competent. The plan will be documented in the student file and signed by the preceptor, student and Program Director. Interns have access to remedial instruction one-on-one with the instructor and/or preceptor. Interns will be reevaluated at the conclusion of the rotation and/or the additional time. An achieved quartile as noted on the assessment matrix is necessary to demonstrate adequate performance and progress. If after remediation the intern is still unable to be successful as determined by the quartile score, he or she may be offered a different rotation site option. If the intern is still unable to perform satisfactorily, the program may dismiss the intern.
4. Intern Retention: All students must make satisfactory progress through the program requirements. Students must complete each rotation within 4 months, unless an individual time line has been approved by the program director and Selection Committee- who serves as advisor to the director in these cases. If an intern cannot pass the assignments or achieve appropriate quartile scores, even after remediation, he or she will be dismissed and counseled into a career path more appropriate to his or her ability. Also, interns who have professional or ethical behavior failures will be counseled and dismissed from the program.
Liability & Health Insurance Requirements (10.2.a)
Each student who is enrolled for nine or more hours is assessed a fee for a health and accident insurance policy each semester (6 hours summer session). Insured spring students may purchase summer coverage. A student may cancel this insurance plan during the first 15 days of each semester if they prove they have comparable insurance coverage. During the last fall and spring semesters the interns will not be full-time students at the University. However, their participation in the supervised practice experience will allow them to pay a moderate fee and remain covered by student health insurance. It is required that the student is covered by personal health insurance for the entirety of the internship experience.

- Professional liability insurance coverage for students must be purchased prior to the beginning of the supervised professional practice experience. The liability insurance will cover the students during the year of supervised practice: May – April of their second year.

Liability for Safety in Travel to or from Assigned Areas (10.2.b)
Liability for safety in travel is covered by university policy while in a university-owned vehicle. If students travel in a private vehicle, the owner/driver is required by the State of Illinois to carry individual liability. However, Illinois State University is not responsible for any damage to an intern's car that may occur while traveling to or from a rotation site or related site/function or while at that site/function.

Injury or Illness While in a Facility for Supervised Practice (10.2.c)
In the event of an accident or injury, the student will receive the same immediate medical attention as an employee of the facility. The expense incurred is the student's responsibility. It is required that the student be covered by personal health insurance.

Pre-Rotation Checklist (10.2.d)
The following may be required at the discretion of each rotation facility. The program director will assist students in completing required tests prior to these select rotations.

- Drug Screening
- Criminal Background Check

All interns must have a student physical and two-step TB test before beginning rotations. These appointments can be made at Student Health Services and should be completed the last week in April or the first week in May to insure the 1-year time limitation on these items are maintained. You may schedule your appointment at 438-8655. Any intern who fails to provide documentation of the physical and TB test will not be allowed to begin their supervised practice. Interns are considered to be at low risk for Hepatitis B. However, all interns must complete the Hepatitis B series, show proof that they have completed this series, or sign a witnessed waiver indicating that they are aware of the risks related to hepatitis B and elect not to receive the vaccine.

- Physical
- TB Test
- Hepatitis B

Educational Purpose of Supervised Practice (10.2.e)
Supervised practice is the planned learning experiences in which knowledge, understanding and theory are applied to real-life situations; may be augmented by role-playing, simulation, case studies and/or other experiences in which students/interns actually perform tasks that contribute to acquisition of the competencies. Supervised practice is for an educational purpose and interns should not be used to replace employees.

Intern Compensation (10.2.f)
Graduate assistantships are guaranteed to all interns who meet the basic eligibility requirements. This position will grant a tuition waiver for the first 3 semesters (~$8,950) and provide a stipend totaling $3,825 ($425/month) for the first 2 semesters (9 months) when the intern is working 10 hours per week. Graduate assistantships and all monetary awards are guaranteed for the first year of the program only. Interns are not compensated for their supervised practice hours.
The Dean of Students has established the Student Conduct and Conflict Resolution (SCCR) office to review grievances concerning individual members of the University. This policy is found on page 17 of the Illinois State University Code of Conduct or on their website: http://deanofstudents.illinoisstate.edu/conflict/resolution/ According to the grievance policy, “a constructive conversation between two or more [i.e., preceptors, Program Director, fellow interns, etc.] guided by SCCR staff to increase the potential that students will arrive at a mutually satisfying outcome. Mediation process is guided by SCCR staff where students clearly identify their interests, needs, and resolution options. SCCR staff may provide suggestions or recommendations. A written agreement will result, and the SCCR staff member will follow up with all parties to make sure it is being fulfilled.”

Handling Complaints from Interns
Students have a right to file a complaint regarding any aspects of the program, including but not limited to preceptors, training sites, faculty, or course or supervised practice requirements without fear of retaliation. When a complaint is received from an intern, the complaint will be discussed in detail with the intern. The next step will include the Dietetic Internship Director discussing the complaint with the Family and Consumer Sciences Department Chair. When necessary, the situation will be discussed with the Dean of Applied Science and Technology. Each step in the complaint process will be documented, and will culminate in a written summary and action plan. The program director will maintain a confidential record of intern complaints for a period of seven years, including the resolution of complaints. If the complaint is not resolved, a grievance may be filed with Illinois State University according to the guidelines provided in the university student handbook.

Handling Complaints from Preceptors
Preceptors have a right to file a complaint regarding any aspects of the program, including but not limited to other preceptors, training sites, faculty, interns, or supervised practice requirements without fear of retaliation. When a complaint is received from a preceptor, the complaint will be discussed in detail with the preceptor and the other party separately and then together. The next step will include the Dietetic Internship Director discussing the complaint with the Family and Consumer Sciences Department Chair. When necessary, the situation will be discussed with the Dean of Applied Science and Technology. If necessary, a meeting may be held between the parties involved. For example, if an issue is between a preceptor and an intern, the DI Director will schedule a meeting with the intern, preceptor, and the Family and Consumer Sciences Department Chair. If a preceptor has a complaint with the program or program director, the Department Chair and/or Dean will be involved earlier in the process. Each step in the complaint process will be documented and will culminate in a written summary and action plan. The program director will maintain a confidential record of preceptor complaints for a period of seven years, including the resolution of complaints. If the complaint is not resolved, a grievance may be filed with Illinois State University according to the guidelines provided in the university student handbook.

Opportunity and Procedure for Filing Complaints with ACEND
The Accreditation Council for Education in Nutrition and Dietetics (ACEND) will review complaints that relate to a program's compliance with the accreditation/approval standards after all other options with the program and institution have been exhausted. ACEND is interested in the sustained quality and continued improvement of dietetics education programs but does not intervene on behalf of individuals or act as a court of appeal for individuals in matters of admission, appointment, promotion or dismissal of faculty, staff, or students.

A copy of the accreditation standards and/or ACEND’s policy and procedure for submission of complaints may be obtained by contacting the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190 Chicago, IL 60606-6995 312/899-0040.ext 5400, or found at: http://www.eatrightpro.org/~media/eatrightpro%20files/acend/about%20program%20accreditation/accreditation%20standards/2017standardsfordiprograms.ashx
Prior Learning (10.2.i)
The ISU DI program does not have a policy for assessing prior learning or competence. All interns must complete the required number of supervised practice hours (and Master’s Degree requirements) to receive a verification statement.

Formal Assessment (10.2.j)
Formal assessment of supervised practice performance will be completed at the midpoint and final day at each rotation facility to assess intern learning and provide regular reports of performance and progress. Meetings with the intern, Preceptor, and Program Director are scheduled to review the evaluation form to ensure intern competency. Graduate coursework assessment is completed at the discretion of the instructor.

Disciplinary Procedures (10.2.l)
The Student Code of Conduct at Illinois State University proves an educational framework for students so that they may make responsible choices regarding their behavior as members of the academic community. A student may be subject to disciplinary sanctions when such behavior is detrimental or disruptive of the purposes and/or goals of the University. All Illinois State University students shall be held responsible by the University for actions occurring on campus and off-campus when students are representing the University.

Termination from the Dietetic Internship (10.2.l)
As Dietetic Interns enrolled as students at Illinois State University you are representatives of the University during on and off-campus responsibilities and are therefore subject to disciplinary sanctions for violations of the Student Code of Conduct as outlined in the Illinois State University Student handbook.

Termination from the Master’s Degree Program in Family and Consumer Sciences would also result in termination from the Dietetic Internship since all supervised experiences are taken for credits as part of the degree program. If a student fails to successfully meet all competencies in each rotation with a grade of at least a ‘B’, they may be terminated from the internship after significant measures are made to insure the students’ success. However, based upon an academic average the student may still graduate with a Master of Science degree in Family and Consumer Sciences from Illinois State University provided that the student completes all degree requirements and remains in good academic standing.

A student who voluntarily resigns from the Dietetic Internship program may also still graduate with a Master of Science degree in Family and Consumer Sciences from Illinois State University provided that the student completes all degree requirements and remains in good academic standing. Students who voluntarily resign from the program are encouraged to attend an exit interview with the Dietetic Internship Director.

Graduation and Dietetic Internship Program Completion Requirements to Obtain Verification Statement (10.2.m, 10.2.n)
To graduate from the Illinois State University Dietetic Internship-Master’s Program, a student must complete the following:
1. Complete all requirements for a Master of Science Degree in Family and Consumer Sciences, which includes completion of 33 credit hours with a thesis or 39 credit hours for the non-thesis; and
2. Complete all requirements of the internship program, which includes:
   a. Complete at least 1184 hours of supervised practice from community, foodservice, and MNT rotations
   b. Complete 80 hours of the Leadership & Project Management Concentration
   c. Complete 25 hours from FCS 417 Advanced MNT course competencies
d. Complete 32 hours from FCS 402 Seminar in FCS course competencies

Every student that completes all program requirements will receive a verification statement from the program and thus be eligible for the Registration Examination.

Distance Instruction (10.2.o)
The ISU DI program does not utilize distance instruction. Online quizzes may be administered to assess pre and post knowledge gained from rotations. Online assessment methods verify the identity of the intern through a university secured online course management system, ReggieNet. An intern must use their university supplied login and password to enter the secure online platform. Refer to the Academic Dishonestly policy of the University Graduate Catalog on page 25.

Withdrawal and Refund of Tuition and Fees (10.2.p)
Withdrawal from a Course for Spring or Fall Prior to 10th Day of Session
For fall or spring Semester, students may withdraw from a course prior to the 10th scheduled day of classes without the withdrawal being shown on the transcript by logging into my.illinoisstate.edu. Please consult the appropriate Class Catalog and University Calendar for information and policies regarding deadline dates for dropping classes and refunds.

Withdrawal from the University for Spring or Fall Semester
Students who wish to withdraw from the University must obtain clearance for room and board and other financial obligations. Consult the Catalog for responsibilities of students who withdraw from the University.

Any student withdrawing after the eligible refund dates is fully liable for any unpaid amounts needed to conform to the Refund Policy. Regardless of the circumstances of withdrawal, the student must obtain clearance for room and/or board obligations.

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<th>Duration of Class</th>
<th>No Grade Issued [# of Week Days]</th>
<th>Mandatory WX [# of Week Days]</th>
<th>WX, WP, WF [# of Week Days]</th>
<th>No Withdrawals AFTER [# of Week Days]</th>
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<td>Twelve weeks</td>
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*Weekday is defined as Monday through Friday

Withdrawal from the University for Summer Session
A student may withdraw from all courses in which he or she is officially enrolled for the Summer Session according to the withdrawal from the university deadlines indicated above. A student who finds it necessary to withdraw from all courses after the "no grade period" may process a University withdrawal by contacting the Registration Office, 107 Moulton Hall. A withdrawal grade will be obtained from the instructor and entered on the student's record. If a student is enrolled in courses beyond the "withdrawal period," the student may not process a University withdrawal.

Withdrawal Policy for Individual Courses
Students are strongly advised to complete all courses in which they enroll and are encouraged to avoid withdrawing from any course after the program change period unless absolutely necessary. If a course withdrawal occurs, the student is responsible for making up the course credit
throughout the remainder of the program or stay for an additional semester beyond the 21-months of the MS/DI.

The following policy applies to students who drop a course or courses but maintain an enrolled status within the University:

For Spring or Fall Semester, a student may withdraw from a course prior to the tenth scheduled day of classes without the withdrawal being shown on the transcript. (A student should consult the Course Catalog or Semester Calendar to obtain specific dates.)

After the tenth day of classes but prior to the end of the fifth week of classes during any regular semester, a student may withdraw from a full semester course with a grade of WX upon complying with the following steps:

1. Obtain, complete, and sign a course withdrawal form;
2. Obtain the instructor's signature on the form;
3. Submit the signed form within twenty-four hours to the Registration Office.

A grade of F will be given to students who: (1) fail to officially withdraw from a course in compliance with the above procedure; or (2) register for a course but do not complete course requirements.

A student should consult the course/withdrawal calendar of the Course Catalog for specific withdrawal dates. For courses taken during a term less than a regular semester, a proportional withdrawal period will apply. Upon the written recommendation of a licensed physician or clinical psychologist, or in other unusual circumstances, a student may be granted permission to officially withdraw from a course for medical, psychological or other similar reason after the official withdrawal period upon receiving approval from Dean of Student Affairs.

Withdrawal from Summer Courses

Students are allowed to withdraw or remove the Credit/No Credit option from a course depending on the duration of the course according to the following schedule. Students must report to the Registration Office, Moulton Hall 107, to officially withdraw from a course.

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<th>Duration of Class</th>
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<th>Mandatory WX [ # of Week Days]</th>
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<td>5th day</td>
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<td>14th day</td>
</tr>
<tr>
<td>Ten weeks</td>
<td>5th day</td>
<td>15th day</td>
<td>15th day</td>
</tr>
<tr>
<td>Eleven weeks</td>
<td>6th day</td>
<td>17th day</td>
<td>17th day</td>
</tr>
<tr>
<td>Twelve weeks</td>
<td>6th day</td>
<td>18th day</td>
<td>18th day</td>
</tr>
</tbody>
</table>

*Weekday is defined as Monday through Friday

Withdrawal/Re-Instatement (Leave of Absence) from the Dietetic Internship Program (10.2.q)

Students in good academic standing who elect to take a leave of absence/withdraw from the program must reapply for reinstatements within 6 months or apply for a continuance, not to exceed 10 months (for total program completion of 150% of the time planned for completion). The Dietetic Internship Selection Committee members will review the intern’s application for reinstatement and make three recommendations: grant re-instatement to the program without provisions, grant re-instatement to the program with provisions, or not re-instated. Information regarding the application for reinstatement may be obtained from the program director.

After 10 months from the date of withdrawal/leave of absence the intern must re-apply to the Dietetic Internship Program through DICAS and if selected will follow the traditional 21-month schedule regardless of whether or not courses have been completed. A student who withdraws from the Dietetic
Internship but completes the Master’s Degree in Family and Consumer Sciences may not re-apply to the Dietetic Internship.

Vacation, Holiday, and Absence Policies (10.2.q)
Students are expected to follow the schedule designed for them at each participating supervised experience site. All absences (hours or days) related to supervised practice need to be rescheduled at a time that is mutually agreed upon by the preceptor and the student. This may involve extending a scheduled day or working on a day that is not usually scheduled. The Internship Program Director must also be informed of all absences and mutually agreed upon plan between the site and the student for rescheduled hours or days

♦ It should be noted that during the Professional Practice Rotations – the schedule may fall outside the university calendar. Ample notification of these dates will be provided.

♦ All interns will receive at least two weeks of vacation time during the Campus Holiday Break. However, it should be noted that interns who fail to achieve competencies in a particular practice area may be required to utilize vacation time to meet performance requirements.

♦ During the clinical rotation, an interns may use up to two (2) personal days. (This time is reflected in the total supervised practice hours).

Protection of Privacy Information (10.2.r)
In accordance with the Family Educational Rights and Privacy Act of 1974, Illinois State University students have the right to review, inspect, and challenge the accuracy of information kept in a cumulative file by the institution unless the student waives this right in writing. It also ensures that records cannot be released in other than emergency situations without the written consent of the student except in the following situations:

A. to other school officials, including faculty within the educational institution or local educational agencies who have legitimate educational interest;
B. to officials of other school systems in which the student intends to enroll, upon condition that the student be notified of the transfer, receives a copy of the record if desired, and has an opportunity for a hearing to challenge the content of the record;
C. to authorized representatives of 1) the Comptroller General of the United states, 2) the Secretary, 3) an administrative head of any educational agency, or 4) State educational authorities;
D. in connection with the student’s application for, and receipt of, financial aid;
E. where the information is classified as directory information. The following categories of information have been designated by the University as directory information: name, address, telephone number, date and place of birth, major, class, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance and course load status, candidacy for degrees (including the date awarded) and awards received, and the most recent previous educational agency or institution attended by the student. If you do not wish such information released without your consent, you should notify the Registration Office prior to the tenth day of classes.

Students logging-in to the online course management system, ReggieNet, ensure identity through the unique university usernames and personal password. Information obtained by the faculty through ReggieNet is included within the above items. Questions concerning this law and the University’s policy concerning release of student information and the procedures for contesting the content of cumulative files may be directed to the Records Office – University Registrar, 108 Moulton Hall, 2207 Records, (309) 438-3408.

Access to Personal Files (10.2.s)
The Family Educational Rights and Privacy Act also ensures that Illinois State University students have a right to review, inspect and challenge the accuracy of information kept in a cumulative file by the institution. Illinois State University’s policy statement is provided in the Graduate Catalog. The MS/DI Program Director will provide access to the student wishing to view their personal internship file. If necessary, please contact the Program Director to schedule a time to do so.
**Student Support Services** (10.2.t)
A variety of Student Support Services are offered at Illinois State University which interns have access to including Student Health Services ([https://healthservices.illinoisstate.edu](https://healthservices.illinoisstate.edu)), Student Counseling ([http://counseling.illinoisstate.edu](http://counseling.illinoisstate.edu)), Student Access and Accommodation Services ([https://studentaccess.illinoisstate.edu](https://studentaccess.illinoisstate.edu)), and Financial Aid ([https://financialaid.illinoisstate.edu](https://financialaid.illinoisstate.edu)). Consult the Student Life page on the ISU Graduate School website for additional programs available [https://grad.illinoisstate.edu/life/](https://grad.illinoisstate.edu/life/)

**Professional Image**
- **Professional Dress**
  Acceptable styles include business/business-casual attire. Sleeveless shirts may be worn only with a jacket. Polo/golf shirts, blouses, conservative sweaters, and vests are also acceptable. Dresses and skirts of **moderate length and modest exposure** (at all openings, including buttons and slits). **Closed toed shoes are required.** Athletic shoes may be allowed in some rotations based upon the work assignment. Hosiery or socks must be worn at all times. Undergarments must not be visible while seated or standing.
  - **Jewelry, Accessories, Misc.**
    Earrings must be small and conservative – typically no larger than a dime. No dangling earrings are allowed. Wedding rings or one other ring is allowed. No wrist or ankle jewelry is allowed except for a watch.
    Visible body stud jewelry (rings or studs in nose, tongue, lips, eyebrow) is not acceptable.
    Conspicuous tattoos are not considered part of a professional image. All effort should be made to conceal or cover tattoos while working.
  - **Dress requirements may vary from rotation to rotation. Be certain to consult your preceptor as to what is expected. The most conservative of the policies [ISU DI or Facility] must be maintained.**

**Statement of Equal Opportunity**
Illinois State University is an Equal Opportunity/Affirmative Action institution in accordance with Civil Rights legislation and does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, order of protection, gender identity and expression, ancestry, age, disability, or other factor prohibited by law in any of its educational programs, activities, admissions or employment policies, except where age, sex or lack of a physical or mental restriction are bona fide occupational requirements. Problems of this nature are to be resolved within existing University procedures. Concerns regarding this policy should be referred to the Office of Equal Opportunity and Access, Illinois State University, Normal, Illinois 61790-1280, phone: 309/438-3383. The Title IX Coordinator may be reached at the same address. The Accommodations Coordinator may be reached at Student Access and Accommodation, Campus Box 1290, Fell Hall Room 350, phone: 309/438-5853.

**Supervised Practice Documentation** (10.1.d)
Each intern is required to track his/her own supervised practice hours while at rotations, during Leadership & Project Management work, and for simulation, case studies, role playing and ‘other’ activities for FCS 402 and FCS 417 courses. A form is provided to interns and will be shared between the interns and program director using ISU’s OneDrive (cloud) for continuous monitoring.
PROGRAM SCHEDULE AND LENGTH

THESIS OPTION*

Semester 1 (Fall):  9 semester hours graduate course work

FCS 420 Advanced Nutrition  (3 credits)
FCS 497 Introduction to Research Methodology  (3 credits)
FCS 401 Theories and Issues in FCS  (3 credits)

Semester 2 (Spring):  10 semester hours graduate course work
And [Leadership & Project Management: 80 clock hours typically completed this semester]

FCS 417 Advanced Medical Nutrition Therapy  (4 credits)
FCS 445 Statistics  (3 credits)
Elective from the graduate catalog  (3 credits)

Summer:   4 semester hours graduate course work
[Foodservice: 384 clock hours of graduate practicum (minimum)]
Or [Community: 320 clock hours of graduate practicum (minimum)]

FCS 498 Supervised Practice  (2 credits)**  P
FCS 499 Master’s Thesis  (2 credits – minimum)  P

Semester 3 (Fall):  5 semester hours graduate course work
[Foodservice: 384 clock hours of graduate practicum (minimum)]
Or [Clinical: 480 clock hours of graduate practicum (minimum)]

FCS 402 Graduate Seminar in Food and Nutrition  (2 credits)
FCS 498 Supervised Practice  (2 credits)**  P
FCS 499 Master’s Thesis  (1 credit - minimum)  P

Semester 4 (Spring):  5 semester hours graduate course work
[Community: 320 clock hours of graduate practicum (minimum)]
Or [Clinical: 480 clock hours of graduate practicum (minimum)]

FCS 402 Graduate Seminar in Food and Nutrition  (2 credits)
FCS 498 Supervised Practice  (2 credits)**  P
FCS 499 Master’s Thesis  (1 credit - minimum)  P

* A non-thesis option is available. It requires 10 additional credit hours, minus the FCS 499 thesis hours. The non-thesis option must have a well-developed theme approved by the Program Director in consultation with the Graduate Coordinator.

**Students will complete a minimum of 384 clock hours of supervised practice for the Foodservice Management rotation, a minimum of 320 clock hours of supervised practice for the Community rotation, a minimum of 480 clock hours of supervised practice for the Clinical rotation, and a minimum of 80 clock hours of supervised practice for the Leadership & Project Management concentration. Students are required to attend orientation prior to the onset of their first hospital supervised experience rotation. In addition, 25 hours from the Advanced Medical Nutrition Therapy course, and 64 hours from the Graduate Seminar course are included in the 1321 hours of supervised practice.

P – Indicates those courses that require a permit for registration. Permits are provided by the Graduate Coordinator. An email request including your name, UID #, semester, course permit is needed, and number of hours should be submitted 5 days prior to registration.
PROGRAM SCHEDULE AND LENGTH

NON-THESIS OPTION*  

Semester 1 (Fall): 12 semester hours graduate course work

FCS 420 Advanced Nutrition (3 credits)
FCS 497 Introduction to Research Methodology (3 credits)
FCS 401 Theories and Issues in FCS (3 credits)
Elective from the Graduate Catalog (3 credits)

Semester 2 (Spring): 13 semester hours graduate course work
And [Leadership & Project Management: 80 clock hours typically completed this semester]

FCS 417 Advanced Medical Nutrition Therapy (4 credits)
FCS 445 Statistics (3 credits)
Elective from the Graduate Catalog (3 credits)
Elective from the Graduate Catalog (3 credits)

Summer: 6 semester hours graduate course work
[Foodservice: 384 clock hours of graduate practicum (minimum)]
[Or Community: 320 clock hours of graduate practicum (minimum)]

FCS 498 Supervised Practice (2 credits)**  P
Elective from the Graduate Catalog (3 credits)
FCS 400 Independent Study (1 credit) P

Semester 3 (Fall): 4 semester hours graduate course work
[Foodservice: 384 clock hours of graduate practicum (minimum)]
[Or Clinical: 480 clock hours of graduate practicum (minimum)]

FCS 402 Graduate Seminar in Food and Nutrition (2 credits)
FCS 498 Supervised Practice (2 credits)**  P

Semester 4 (Spring): 4 semester hours graduate course work
[Community: 320 clock hours of graduate practicum (minimum)]
[Or Clinical: 480 clock hours of graduate practicum (minimum)]

FCS 402 Graduate Seminar in Food and Nutrition (2 credits)
FCS 498 Supervised Practice (2 credits)**  P

* A thesis option is available. It requires at least 4 credits of FCS 499 Master's Thesis credits.

**Students will complete a minimum of 384 clock hours of supervised practice for the Foodservice Management rotation, a minimum of 320 clock hours of supervised practice for the Community rotation, a minimum of 480 clock hours of supervised practice for the Clinical rotation, and a minimum of 80 clock hours of supervised practice for the Leadership & Project Management concentration. Students are required to attend orientation prior to the onset of their first hospital supervised experience rotation. In addition, 25 hours from the Advanced Medical Nutrition Therapy course, and 64 hours from the Graduate Seminar course are included in the 1321 hours of supervised practice.

P – Indicates those courses that require a permit for registration. Permits are provided by the Graduate Coordinator. An email request including your name, UID #, semester, course permit is needed, and number of hours should be submitted 5 days prior to registration.
Outline of Supervised Practice Schedule (10.2.q)
There are three semesters of supervised practice. Supervised Practice begins mid-May immediately following finals week of the first spring semester. Students either begin with Community or Foodservice supervised practice. The two progression models follow.

Model 1: CO, FS, MNT

Summer (following the first fall and spring semesters)
Mid-May: Begin 1st Community rotation for 5 weeks (4 days a week)
Mid-June: Begin 2nd Community rotation for 5 weeks (4 days a week)
Mid-July: Diabetes Camp- optional- counts towards concentration hours
3-4 week break from rotations

Fall
End of August: Begin 1st Foodservice rotation for 5 weeks (4 days a week)
End of September: Begin 2nd Foodservice rotation for 5 weeks (4 days a week)
Early November: Begin 2 week Long Term Care FS rotation for 2 weeks (4 days a week)*
*LTC rotation may be at the beginning, middle or end of the Fall semester rotations to ensure no more than 2 interns are there at a time.
6-8 week break from rotations

Spring
Early/End of January: *Begin 1st MNT rotation for 10 weeks (5 days a week)
Mid/End of March: Begin Memorial Medical Center MNT rotation for 3 weeks (4 days a week)
*MNT rotations begin on a staggering schedule to allow no more than 3 students at a time to Memorial Medical Center.

Model 2: FS, MNT, CO

Summer (following the first fall and spring semesters)
Mid-May: Begin 1st Foodservice rotation for 5 weeks (4 days a week)
Mid-June: Begin 2nd Foodservice rotation for 5 weeks (4 days a week)
Mid-July: Diabetes Camp- optional- counts towards concentration hours
End of July: Begin 2 week Long Term Care FS rotation for 2 weeks (4 days a week)*
*LTC rotation may be at the beginning, middle or end of the Summer semester rotations to ensure no more than 2 interns are there at a time.
2-4 week break from rotations

Fall
Middle of August/Early September: *Begin 1st MNT rotation for 10 weeks (5 days a week)
End of October/Early November: Begin 2nd MNT rotation for 3 weeks (4 days a week)
*MNT rotations begin on a staggering schedule to allow no more than 3 students at a time to Memorial Medical Center.
7-8 week break from rotations

Spring
End of January: Begin 1st Community rotation for 5 weeks (4 days a week)
End of February: Begin 2nd Community rotation for 5 weeks (4 days a week)

Breaks vary depending on how the academic calendar falls each year (for example if spring semester ends in early or mid-May). Students are taking FCS 402 during the Fall and Spring semesters while completing rotations. Course meetings will fall within the academic calendar.
THESIS GUIDELINE DATES

In order to achieve a timely completion of your thesis the following dates should be used as a guide.

05/15
Thesis committee and topic selection completed. Chair identified. A planning meeting should occur by this date with all committee members to discuss and fine-tune the methods. IRB form should be completed and submitted after this meeting. If utilizing a survey, the survey tool should be identified at this time.

09/01
Proposal Hearing and IRB Approval should be completed. Proposal form submitted on or before September 1 to Graduate School.

09/15 - 12/15
Data Collection

12/15- 02/15
Data Analysis and Completion of Written Materials

02/15
Format Check- see guidelines and the Thesis Writing Handbook on the Graduate School’s website.

04/1
All thesis defenses must be completed. Submit final copies (electronic) to the Graduate School and an electronic copy to the department.

Please visit the Department of Family & Consumer Science’s website for further guidance in writing a thesis.

In order to be eligible to receive your Verification Statement and sit for the Registration Examination for Dietitians, you must meet the Knowledge and Competencies of the Accreditation Council for Education in Nutrition and Dietetics, the Leadership & Project Management Concentration Competencies and have completed the thesis or non-thesis Master Degree requirements.
DESCRIPTION OF SUPERVISED PRACTICE SITES/EXPERIENCES

Food Service Management Rotation:

Duration: Minimum – 12 weeks total at 4 days per week assuming an 8-hour work day.

Site: Each student is assigned to one hospital site for 5 weeks and one school site for 5 weeks. All effort is made for the hospital site to coincide with your primary clinical site assignment. In addition, 2 weeks will be spent at a long term care facility.

Hospital sites: UnityPoint Health Methodist, Peoria, IL
UnityPoint Health Proctor, Peoria, IL
Decatur Memorial Hospital, Decatur, IL
St. Joseph Medical Center, Bloomington, IL
Advocate BroMenn Medical Center, Normal, IL
Memorial Medical Center, Springfield, IL

School sites: Illinois State University Food Service, Normal, IL
Bloomington Public School System, District 87, Bloomington, IL
Normal Public School System, Unit 5, Normal, IL

Long Term Care: Westminster Village, Bloomington, IL

Clinical Dietetics Rotation:

Duration: Minimum – 10 weeks at 5 days per week assuming an 8-hour work day at the assigned primary site. All students will rotate 3 weeks at 4 days per week assuming an 8-hour day at Memorial Medical Center to ensure entry-level competency.

Sites: Hospital sites in Central Illinois
Each student is assigned to one primary site during the clinical rotation:

UnityPoint Health Methodist, Peoria, IL
UnityPoint Health Proctor, Peoria, IL
Decatur Memorial Hospital, Decatur, IL
St. Joseph Medical Center, Bloomington, IL
Advocate BroMenn Medical Center, Normal, IL

To demonstrate an ability to work at a different facility all students will spend 3 weeks at the following site:

Memorial Medical Center, Springfield, IL
Community Nutrition Rotation:

Duration: **Minimum** – 10 weeks total at 4 days per week assuming an 8-hour work day

Site: Each student is assigned to two sites in which 5 weeks of the rotation will be completed at each site.

- Community Cancer Center, Normal, IL
- Hult Center for Healthy Living, Peoria, IL
- Hy-Vee, Bloomington, IL
- Macon County Public Health Department, Decatur, IL
- McLean County Public Health Department, Normal, IL
- McLean County Extension, Bloomington, IL
- UnityPoint Health Methodist, Peoria, IL
- DMH Sports Performance Enhancement Center, Forsyth, IL
- Day Care Resources, Inc, Tremont, IL
- Cancer Care Center, Peoria, IL

Leadership & Project Management Concentration:

Duration: Minimum – 80 hours

Each student will complete tasks in accordance to the specified competencies for the concentration and tasks to successfully implement their leadership project for which they are project manager. Concentration hours can also be earned by attending Diabetes Camp (40 hours) and by assisting other interns with their leadership projects.
## SUMMARY OF SUPERVISED PRACTICE

<table>
<thead>
<tr>
<th>Type of experience/rotation</th>
<th>Practice hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td></td>
</tr>
<tr>
<td>♦ New Student – 3</td>
<td>10 – does not count as supervised practice hours</td>
</tr>
<tr>
<td>♦ Pre-Rotation – 7</td>
<td></td>
</tr>
<tr>
<td><strong>Food Service Management</strong></td>
<td>384 [minimum]</td>
</tr>
<tr>
<td><strong>Community Nutrition</strong></td>
<td>320 [minimum]</td>
</tr>
<tr>
<td><strong>Clinical Dietetics</strong></td>
<td>480 [minimum]</td>
</tr>
<tr>
<td><strong>Leadership and Project Management</strong></td>
<td>80</td>
</tr>
<tr>
<td><strong>FCS 417 – Advanced Medical Nutrition Tx</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>FCS 402 – Graduate Seminar</strong></td>
<td>16 repeated = 32</td>
</tr>
</tbody>
</table>

Total Hours of Supervised Practice  ~1321~
Concentration Area: Leadership and Project Management

The corresponding competencies for the concentration area follow:

<table>
<thead>
<tr>
<th>A) RE 6.1.a: Program-Defined Concentration Competency</th>
<th>B) RE 6.1.b: Learning objectives that state specific activities and qualitative or quantitative target measures that will be used to assess overall student achievement of concentration competency</th>
<th>C) RE 6.1.c: Didactic courses and/or experiential learning in which assessment will occur</th>
<th>D) RE 6.1.d: Individuals responsible for ensuring assessment occurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read an approved book and research articles about management styles and write a personal reflection.</td>
<td>100% of interns will complete a written reflection on management styles.</td>
<td>Leadership project</td>
<td>Program Director</td>
</tr>
<tr>
<td>Reflect on management styles of preceptors through a rotation journal.</td>
<td>100% of interns will complete written reflections on management styles of their preceptors after at least 5 rotations.</td>
<td>Community, foodservice and clinical rotations</td>
<td>Program Director</td>
</tr>
<tr>
<td>Design activities for a leadership project.</td>
<td>100% of interns will complete their leadership contract indicating plans for their project.</td>
<td>Leadership project</td>
<td>Program Director</td>
</tr>
<tr>
<td>Demonstrate Leadership through a project.</td>
<td>100% of interns will complete their leadership project.</td>
<td>Leadership project</td>
<td>Program Director</td>
</tr>
<tr>
<td>Evaluate effectiveness of a leadership project.</td>
<td>100% of interns will complete a written reflection on their management effectiveness during their leadership project.</td>
<td>Leadership project</td>
<td>Program Director</td>
</tr>
</tbody>
</table>

LEADERSHIP CONTRACT

In the space below, please provide a summary of your leadership project and the activities you’ll be doing.

Please list the tangible outcomes of this project. For example, what will you create or be able to show once you’ve completed the project?

What is the projected timeline for your project plan? Also include the expected completion date.

Please list and justify any budget needs.

Supervisor contact information
Name:
Phone:
Email

This serves as a contract that I will complete the tasks stated above.

Signature___________________________________ Date: __________________________

Please keep record of your Leadership and Project Management supervised practice hours. Submit a reflection on the effectiveness of your leadership project including elements of personal management style that were practiced and how you handled any issues that were encountered.
Selection Criteria for Rotation Sites and Preceptors (7.1)

- Hospital-based sites need to be accredited by The Joint Commission (accredits and certifies health care organizations in the U.S.)
- Facility should have a variety of learning opportunities and experiences for the intern
- The site should provide experiences that progress from basic to more complex experiences
- An employee at the facility needs to be named that will take on preceptor responsibilities including communication with the program director, communication and direct work with the intern, scheduling for the intern, and complete continued preceptor training as identified by the program director.
- Preceptors must have the education and experience needed to provide appropriate guidance for supervised practice experiences.
- Preceptors must be licensed, as appropriate to meet state and federal regulations, or credentialed, as needed, for the area in which they are supervising interns.
- The preceptor must provide evidence of credentials and continued competence (CDR continuing education hours if RDN)
- The preceptor must complete Illinois State University Preceptor Orientation

Affiliation Agreement Policy (8.1)

All supervised practice sites must have a signed affiliation agreement prior to the intern starting their rotation experiences. This affiliation agreement delineates the rights and responsibilities of both Illinois State University and the affiliating organization. Agreements must be signed by the Provost at Illinois State University and an individual with appropriate institutionally-assigned authority at the affiliating organization. The affiliation agreements are maintained by the program director. The program director will initiate a new agreement one year prior to the ten-year expiration. The only situation where an affiliation agreement is not required is when supervised practice occurs on site at Illinois State University.

COMPETENCY STATEMENTS FOR THE SUPERVISED PRACTICE COMPONENTS OF ENTRY-LEVEL DIETETIC EDUCATION PROGRAMS

The internship at Illinois State University strives to prepare students to join the dietetics profession as competent entry-level practitioners.

**Competencies** A set of specific knowledge, skills and values; behaviors expected of a practitioner; and the minimum level of performance requiring speed and accuracy consistent with providing optimal service or care to patients or clients.

**Foundation Knowledge** Statements describing the knowledge required by students in clinical, biomedical and behavioral sciences to support the attainment of the competencies for dietetics practice.

**Competency** is the requisite knowledge, ability, capability, skills, judgment, attitudes and values; behavior expected of beginning practitioners; minimum level of performance requiring some degree of speed and accuracy consistent with patient/client well-being.

Thus, all entry-level dietitians will be competent in the required competencies and additional competencies according to the concentration area completed. You will be completing a Leadership & Project Management concentration that consists of five additional competencies.

The Competencies and Planned Experiences for the three rotations – Food Service, Community, and Clinical and the concentration area of Leadership & Project Management – are located in Appendices A, B, C, & D. Appendix E contains the competencies achieved in your FCS 417 – Advanced Medical Nutrition Therapy and FCS 402 – Graduate Seminar courses.

An additional listing of possible learning experiences in clinical, community and food service management has been provided to help achieve the minimum performance level for each competency.
Food Service Management

See Appendix A for Food Service Management Competencies

The following is a list of possible learning experiences to help you achieve the competencies for this rotation.

- Read policies and procedures concerning menus. Evaluate the facility's ability to meet nutritional needs of patient/including social, cultural, religion, psychological, and economics factors.
- Investigate orientation procedures that are currently in practice.
- Observe a preceptor teach an inservice class.
- Study departmental organization chart; assign names to positions represented in the chart.
- Analyze pathways for communication and promotion within the department.
- Study organization charts of entire healthcare facility; assign names to key positions.
- Analyze routes for informal and formal communication with the facility.
- Attend hospital-wide and/or departmental orientation for new employees; evaluate its comprehensiveness; assess correlation between the hospital-wide and the departmental orientations.
- Read hospital and/or departmental orientation manuals; evaluate its comprehensiveness; assess correlation between the hospital-wide and the departmental manuals.
- Choose topic for inservice presentation with manager.
- Plan inservice education program for immediate application; provide detail so that the lesson plan is useful for other practitioners in future, include:
  - Objectives
  - A list of materials (to include a handout and resources)
  - Activity (to include audio visuals)
  - Discussion
  - Pre- and Post-assessment
- Conduct inservice education program, including employee evaluation instrument.
- Prepare a report to include personal evaluation and the accumulative employee evaluation of the learning experience.
- Plan and conduct an orientation class for a new employee(s).
- Analyze current cycle menu; compare to previous cycles.
- Attend staff meetings of foodservice personnel, question what is not understood; contribute when possible.
- Write or modify a portion of a cycle menu (or a subset such as catering, holiday, etc.) incorporating dietary guidelines.
- Analyze by computer, selected normal and modified menus using departmental and/or ISU software.
- Standardized preselected regular or modified recipes.
- Train the employees to follow recipes; supervise the preparation of the newly standardized recipes.
- Develop taste panel and evaluation form; conduct taste test of recipe, prepare written report of results.
- Cost preselected recipes; determine appropriate (cafeteria) selling price.
- Review purchasing guidelines and previous purchasing records, i.e. vendors, delivery dates, specifications.
- Investigate inventory process and controls for security.
- Identify procedures for requisitioning food and supplies from the food production manager and from departmental policy manual.
- Review entire accounting process related to purchasing from the menu to accounts payable.
- Communicate with sales representative or broker concerning new products or data for products currently in use.
- Determine quantity required utilizing specifications for quality standards.
• Prepare and place orders for the items needed for a segment of the cycle menu and/or special function following quality specifications and purchasing procedures.
• Receive at least one delivery, check in; process invoices.
• Requisition food and supplies from dry and low temperature storage according to policies established within the facility.
• Fill requisitions, issue items, keep inventory, and use proper methods of storage, safety, sanitation and security.
• Conduct inventory according to facility policies.
• Read state health code and JCAHO standards for safety, sanitation, and security.
• Observe safety, sanitation, and security procedures in practice.
• Identify any problems encountered in the survey and make recommendations for improvements.
• Participate in departmental sanitation inspection of all equipment and work areas.
• Report any potential or actual safety or sanitation problems to the food production manager.
• Identify standards as specified in the policy and procedure manual, state health code, and JCAHO requirements.
• Evaluate each monitoring system for consistency of performance and effectiveness; give suggestions for possible improvement. Submit report to RD.
• Develop HACCP Procedures for selected recipes or food items.
• Attend inter- and intradepartmental meetings of safety, sanitation, and security committees.
• Check foodservice areas for compliance with sanitation safety and security procedures. Submit a report including recommendations, if necessary.
• Make an appointment with sanitation to discuss a typical hospital inspection; retain a copy of the form used.
• Follow a food item from delivery to service. Evaluate for compliance with HACCP standards.
• Read policies related to use, care maintenance, and purchasing of institutional equipment.
• Review equipment catalogs in foodservice, maintenance department, or through a sales representative.
• Read professional publications trade journals and publications produced by the facility.
• Participate in local, state and/or national professional meetings and food shows.
• Assess operational aspects of equipment; prepare a maintenance work order, if possible.
• Prepare a checklist of institutional equipment including data, equipment operated, item prepared or demonstrated.
• Operate all institutional equipment in a given rotation. Read use and care manual, observe operation, direct questions to employee in area prior to operating the equipment.
• Evaluate present layout of dietary department form receiving thorough service including aisle space, storage space, office space, work space per employee and staff assessment; note structural strengths and defects; develop a flow chart.
• Determine foodservice area(s) to be modified or redesigned; assist in the implementation and evaluation of the project.
• Write specification and justification to purchase one major item of foodservice equipment including placement and installation, if possible.
• Follow system within the facility to gather data from institutional equipment suppliers; prepare report of findings.
• Assist in the equipment decision-making process.
• Observe food preparation in the production unit; analyze menu and determine purpose(s) of each food item prepared.
• Participate in food preparation areas on a rotational basis; note use of standardized recipes.
• Taste and assess quality food products prepared.
• Analyze how hot and cold prepared food is held to maintain safe temperatures and items that are prepared by batch cookery and prepared to order.
• Read policies and procedures related to food distribution; observe food distribution system(s); note differences among the three meals.
Supervise the distribution of food items that are sent to the various serving areas; check for proper delivery time, temperature, taste, and appearance.
Assume a position on the line; check trays for diet prescription, and accuracy.
Follow trays to designated end point; recheck tray for time, temperature, taste and appearance.
Conduct a time and temperature study; analyze results.
Evaluate efficiency of delivery systems; note delays and resolutions; make recommendations for change, if necessary.
Develop a plan to stimulate food sales of a selected cafeteria food item.
Design a food acceptance survey. Administer it to patients or another specific population, analyze results, and prepare a written report.
Identify procedures used which serve as a monitoring system for sanitation, safety, and security.
Read the departmental facility-wide (or human resources) sections of the policy and procedure manual that relate to personnel matters.
Read related literature.
Meet with director of the foodservice department to identify departmental goals for current year.
Learn scheduling procedure from the employee responsible for the task.
Read departmental job description and specifications in policy and procedure manual.
Randomly select policies and check for compliance within the facility; report findings to the R.D. or F.S. manager.
Determine how new or updated information is disseminated to current and prospective employees.
Compare current goals with the statement of purpose (mission) for the facility.
Compare individual professional goals to the job responsibilities of the preceptors.
Write schedule (or partial schedule) for next scheduling period including coverage of each shift, vacation and personal days.
Interview a human resources staff member concerning hiring practices of dietary employees at all levels.
Write or revise a job description for an assigned position.
Observe interview conducted by the Director, if possible.
Assistant with the hiring process by evaluating credentials, checking references, meshing candidate's capabilities with the job description for the vacant position.
Make recommendation for hire from the available applicant pool.
Do follow-up of new employee's adaptation to the position and the work environment; report findings to R.D.
Examine policies and procedures related to the budget, i.e. records, demographic reports, financial reports.
Learn sources of data and corresponding records that are maintained that are vital to budget preparation.
Discuss forecasting of budgetary needs with person(s) responsible for the preparation of the budget.
Assist in aspects assigned for monitoring of current budget and/or preparation of the budget for the next fiscal year.

Marketing

Discuss current and proposed cooperative efforts with the community.
Investigate cooperative efforts with other departments within facility to broaden prospective.
Participate in efforts to increase the visibility of the facility and to meet the needs of the community, i.e. health fair, newspaper article, National Nutrition Month promotion, radio talk show.
Note types of frequency of problems that require resolution by a manager.
Ask R.D. or F.S. Manager to select a problem and a corresponding timeline for resolution.
Develop and implement solution that may involve revision of policy or inservice education of a segment or all of the staff. Evaluate the outcome.
Community Nutrition
See Appendix B for Community Competencies

The following is a list of possible learning experiences to help you achieve the competencies for this rotation.

- Review materials related to supplemental feeding programs, i.e. incidence/prevalence of problems, food intake and education; social service programs.
- Determine federal and state eligibility requirements for community agencies.
- Review policies and procedures material.
- Analyze routes for informal and formal communications.
- Review data on funding, budgeting, salaries, and supplies.
- Review grant writing procedures utilized by facility and identify sources of grants available.
- Identify communication routes, referral procedures and ancillary support systems for services that complement the community nutrition program.
- Observe the process of nutrition assessment in a community setting.
- Determine and obtain necessary information for assessment.
- Plan menus, information sheets or brochures for appropriate client population, i.e. pregnancy and lactation, infants and children, women's health issues, or geriatric nutrition.
- Analyze intake for nutritional quality.
- Prepare interpretation of findings in lay terms.
- Integrate cultural, educational, religious and economic facts influencing client’s behavior.
- Document assessment, intervention, outcomes and follow-up in manner appropriate to facility.
- Attend team conferences and other meetings related to client care.
- Determine specific religious and cultural groups served by site.
- Develop appropriate educational materials including food preferences to instruct a special population group.
- Develop instructional material on normal life cycle nutrition for use by professionals at community health agency.
- Discuss criteria for food outlet selection, training of staff, and monitoring of participation.
- Assess nutritional status of individual clients of various ages (refer to competency No. 2 and 3).
- Use instruments provided by site to determine degree of risk for nutritional deficiency.
- Provide counseling for individuals at nutrition risk using various educational methods, techniques and teaching aids suitable for each client.
- Record pertinent data in client records using techniques specific by community nutrition site.
- Plan, present and evaluate classes for special population groups.
- Record pertinent data in clients’ records using techniques specified by community nutrition site.
- Review statistical literature of the agency.
- Examine statistical data collected by facility and determine statistical methods utilized.
- Assist in the data collection process, if possible.
- Analyze subset of data using appropriate statistical techniques.
- Using statistics obtained; interpret data, form conclusions.
- Identify nutrition issues that need public awareness.
- Identify appropriate person/agency/elected official to contact about nutrition issues.
- Communicate information regarding the issue with preceptors.
- Read popular magazines, newspapers, and advertisements or view television programming with nutrition information related to nutrition focus of agency.
- Evaluate effectiveness of printed matter regarding sound nutrition practices and its potential impact upon the lay public; utilize professional literature to substantiate recommendations.
- Disseminate a nutrition related issue through a contribution to a professional newsletter, process release or through a poster, bulletin board or public forum such as a health fair.
Clinical Dietetics

See Appendix C for Clinical Dietetics Competencies

The following is a list of possible learning experiences to help you achieve the competencies for this rotation.

- Review job descriptions for chief clinical dietitian, staff clinical dietitian, dietetic technologist.
- Interview chief clinical dietitian regarding the impact of other professional in nutrition services-nutrition support team, pharmacists, nursing staff, respiratory therapist, physicians, physical and occupational therapists, medical technologists, and paraprofessional included in patient care.
- Differentiate among complexity of acute care areas in the facility.
- Observe physical therapist, occupational therapist, social worker, and/or other professional interaction that impacts nutritional care.
- Learn documentation format of specific institution.
- Review handbook of food and drug interactions for commonly prescribed drugs.
- Review patient OB/GYN and other medical and nutritional information regarding laboratory tests for nutritional assessment.
- Identify normal ranges for laboratory values and factors affecting abnormal values.
- Observe medical technologists perform advanced laboratory techniques related to nutritional status.
- Review both medical and nutrition literature on assigned disorder.
- Review diet manual, appropriate literature and food composition data related to assigned disease states.
- Plan modified diet for specific patient with each disease state.
- Select and review patient medical records.
- Identify protocols.
- Read policies and procedures, and JCAHO guidelines that relate to Quality Assurance.
- Read professional publications, trade journals, and publications produced by the facilities; investigate professional workshops, conferences and seminar.
- Identify record keeping required to maintain Quality Assurance standards.
- Participate in local, state and national professional meetings and food shows.
- Locate specific examples of the implementation of Quality Assurance standards.
- Read internal and external reports which document compliance with Quality Assurance standards.
- Use diet history, food frequency, 24 hour recall, plate waste, calorie count or other tools of nutrition counseling to gather information on nutrition intake; utilize computer analysis.
- Utilize appropriate forms of obtaining dietary, social and medical information. Demonstrate appropriate interviewing techniques.
- Communicate with physician or nurse as needed for patient information.
- Develop modified diet plans individualized for each patient.
- Synthesize a nutrition assessment and care plan for patient with selected disease state.
- Prioritize patients according to nutrition risk criteria.
- Complete thorough assessment of patient's nutritional status, interview patient, prepare nutrition counseling plan with prioritized objectives.
- Write synthesized medical record notes for patients using prescribed format.
- Chart food/drug interaction by methods utilized within facility.
- Attend grand rounds, bedside rounds and conferences.
- Attend meetings and rounds of the nutrition support team.
- Attend conferences and medical rounds of nutrition support team.
- Using all available resources, teach patients basic information related to modified diets.
- Learn referral process at facility and identify community agencies providing nutrition services; provide assistance to patient when appropriate.
- Provide nutrition care for the following conditions:
  - Diabetic
  - Renal
  - Cardiac
  - Oncology
• Neurological
• Metabolic (other than diabetic)
• Pediatric
• Surgical
• OB/GYN
• Etc.

• Using all available resources, teach patients basic information related to modified diets.
• Observe a surgical procedure or an autopsy to apply knowledge of physiology and nutrition interaction (optional).
• Observe placement of nasogastric, jejunostomy, gastrostomy and TPN tubes; identify formulas used.
• Complete a thorough assessment of patient on nutrition support.
• Calculated appropriate formulations for patient on nutritional support.
• Develop and present case study to staff dietitians.
• Develop or update a Quality Assurance form or procedure including justification or need, development, implementation, documentation, and evaluation.
• Determine appropriateness of educational materials for a specific population, i.e. children, non-readers, elderly, handicapped.
• Define topics, goals and objectives for presentations.
• Identify and locate or develop appropriate teaching aids used in presentations.
• Prepare a minimum of two types of instructional materials such as poster, slides, pamphlet, food display, or demonstration.
• Use foods, posters, food models, demonstrations, audio-visual materials and handouts to enhance teaching.
• Prepare presentations for various groups
• Self-evaluate effectiveness of presentation and rewrite presentation outline to reflect changes necessary for improvement.
• Disseminate nutrition information to the public at health fairs or other public forums.
• Document class for departmental file and chart attendance in medical records, if appropriate.
CASE STUDIES
The following case studies are required:

Mini-Case Study
One mini-case study focusing on differing diagnoses will be presented to MNT staff and other relevant persons. To be presented the 6th week of your rotation.

Major Case Study
One major case study will be presented as a part of your final evaluation.

The case studies must be on your own patients, not those in which you merely observed the care. It is important that you have significantly participated in the medical nutrition therapy of the patients in which the case studies are based.

Guidelines for individual patient case studies:
· Present mini-case study orally to the dietitians and other interested persons soon after the completion of the unit, which included the patient. Staff suggestions provided at the end of the mini-case study are important to help the intern improve subsequent presentations.

· Select the case study patient and obtain advance approval from the supervising dietitian.

· Schedule the date and time of presentation with dietitians. Make arrangements for the room and audiovisual equipment if needed. Schedule the major case study when the ISU DI Director can be present for the summative evaluation.

· Use general outline form provided as a guide. Some information may not be applicable to all patients. Other information, which is not on the outline, may be significant and should be included as necessary.

· Collect data on the patient and review literature as appropriate. Review previous medical records as necessary.

· Review preliminary outline with primary supervising dietitian.

· Provide appropriate background data on the patient and the disease condition(s), but focus on the medical nutrition therapy aspect. Major case study should include more medical information than mini case.

· Prepare and use appropriate visual aids which are legible and concise to enhance the presentation. For example: References, visual aids, definition of terms, patient data, etc.

· Presentation of case studies:
  · Mini studies should be 20 minutes plus questions.
  · Major case study should be ~50 minutes including questions.

· All dietitians present should provide feedback regarding the presentation. Use the evaluation form provided. It is the responsibility of the intern to have copies of the evaluation at the time of the presentation. At the major case study, the ISU DI director will also provide feedback.
**Items to Consider for the Mini/Major Case Study:**
Select a case study in which a modified diet is of clinical importance. Whether oral or written in presentation, the following outline may be used as a guide. Additional information may be requested by the supervising dietitian.

I. **General Information**
   - Patient's initials
   - Age, Height, Weight
   - Occupation
   - Family responsibility
   - Date of Admission
   - Attending Physician
   - Unit

II. **Previous Medical History**
   - Disease(s) and/or conditions
   - Hospitalizations
   - Treatments

III. **Present Admission**
   - Diagnosis/Problem List
   - Physical examination
   - Significant laboratory findings-show trends
   - Other significant data - x-rays, consults, etc.

IV. **Study of Disease**
   - Definition
   - Definition of New Words [may apply to the disease and treatment]
   - Etiology and occurrence
   - Symptoms
   - Treatment - medical and nutritional [Include significant research for major case.]
   - Complications and related diseases
   - Prognosis

V. **Medical Treatment**
   - Medications
   - Medical and/or surgical measures
   - General progress
   - Review of physician progress summary

VI. **Medical Nutrition Therapy**
   - Summary of Information obtained from nutrition assessment
     - Food habits prior to hospital admission
     - Nutritional adequacy of traditional food patterns
   - Diet Order Pertinent to Condition
     - Nutrition Care Plan and appropriate education
     - Patient's understanding and anticipated compliance
   - Recommendation for Medical Nutrition Therapy Follow-up
     - Nutrition Care Plan upon discharge
     - Education regarding discharge diet with patient and/or family

VII. **Prognosis**
   - Medical
   - Compliance to Nutrition Care Plan
   - Follow-up Plans

VIII. What would you have done differently?
• The intern must supply presentation evaluation forms to attendees on the day of the presentation.

An electronic copy of all presentations MUST be posted on ReggieNet in the specified Discussion area. In addition, the original copies of all evaluations must also be provided to the Program Director. The intern may copy these items to retain for his/her personal records.

• **Weekly Outline for Clinical Rotation**
  - Week #1:
  - Week #2:
  - Week #3: Begin finding pt for Minor Case Study.
  - Week #4:
  - Week #5: Begin finding pt for Major Case Study. Complete Self-Evaluation 2 days prior to midterm conference call, email self eval and preceptor eval (with experiences filled out) to preceptor
  - Week #6: Present Mini Case Study. Provide copies of evaluation forms to all attending.
  - Week #7:
  - Week #8:
  - Week #9: Complete 'experiences' section of final eval and email form to preceptor.
  - Week #10: Present Major Case Study at final evaluation. Provide copies of evaluation forms for all attending. Turn in completed evaluations to Director.
Evaluation of Case Study Presentation  
Illinois State University Dietetic Internship  

Presenter: ________________________________________________________________  
Topic: _______________________________ Date: ______________________________

Please mark on the scale the extent to which the presenter demonstrated each characteristic below.

<table>
<thead>
<tr>
<th>COMMENTS</th>
<th>Low 1-2-3-4- High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepares objectives and content outline appropriate to presentation</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>topic and audience [to be discussed with RD in advance.]</td>
<td></td>
</tr>
<tr>
<td>2. Introduces self &amp; topic professionally.</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>3. Uses instructional strategy appropriate to presentation &amp; audience</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>- lecture, demo, etc.</td>
<td></td>
</tr>
<tr>
<td>4. Effective visual aids.</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>5. Speaks from outline rather than prepared text.</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>Presentation flows smoothly.</td>
<td></td>
</tr>
<tr>
<td>6. Accuracy of content.</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>7. Adapts instructional plan to audience and situation as needed.</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>8. Uses pertinent examples to illustrate main points.</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>Separates facts from opinions.</td>
<td></td>
</tr>
<tr>
<td>9. Summarizes main points periodically.</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>10. Uses terminology and language suitable for audience.</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>11. Speaks with suitable:</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>pace</td>
<td></td>
</tr>
<tr>
<td>volume</td>
<td></td>
</tr>
<tr>
<td>good grammar</td>
<td></td>
</tr>
<tr>
<td>eye contact</td>
<td></td>
</tr>
<tr>
<td>gestures</td>
<td></td>
</tr>
<tr>
<td>12. Develops conclusion appropriate to presentation purpose &amp; content.</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>13. Covers amount of material appropriate to time constraints, audience</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>limitations.</td>
<td></td>
</tr>
<tr>
<td>14. Adequacy of management of patient.</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>15. Overall effectiveness.</td>
<td>1 - 2 - 3 - 4</td>
</tr>
<tr>
<td>16. Presenter utilizes the Academy's EAL for research</td>
<td>1 - 2 - 3 - 4</td>
</tr>
</tbody>
</table>

Presenter Strengths & Areas for Improvement:
EVALUATION and WEEKLY LOG POLICIES

Students will participate in midterm and final evaluation conversations with site preceptor(s) and the Dietetic Internship Director. Additional Professional Progress Evaluations may occur with the site preceptor(s) at his/her discretion.

EVALUATIONS
1. The intern is responsible to complete the ‘Experiences’ section on all evaluation forms (self-midterm-eval, preceptor’s midterm eval, and the preceptor’s final eval form). The intern needs to complete the experiences of the midterm and final evaluation forms and email to Preceptor at least 2 days before the midterm and final evaluation date.

2. A Self-Evaluation should be completed prior to the scheduled midterm conference call with the Program Director. Your self-evaluation should be made available to the site preceptor 2 days before the scheduled evaluation; and emailed to the Program Director prior to evaluation day. (A self-evaluation is not completed at the final evaluation time.)

3. The preceptor’s evaluations of the student must be emailed to the Program Director prior to the scheduled call/site visit.

4. All evaluation forms are available on ReggieNet. One sample evaluation has been provided in this manual. It is YOUR responsibility to see to it that the preceptors have an electronic copy of the evaluation form with your experiences filled in for each competency. They do have the Quartile Explanation list, but a copy of this should also be provided each time to assist them.

WEEKLY LOGS
1. All Weekly Logs must be posted/uploaded as a Word attachment to the Discussion Board thread on ReggieNet by 8:00 am the Tuesday following the rotation week. If an intern fails to submit his/her log on time for greater than 3 weeks; his/her final grade for the rotation will be lowered by one full letter grade. This log-form can be downloaded from ReggieNet. The Word attachment should be saved in the following manner:

2. Respond to two other interns’ log by the following Friday.

<table>
<thead>
<tr>
<th>Rotations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foodservice</td>
</tr>
<tr>
<td>Clinical</td>
</tr>
<tr>
<td>Community</td>
</tr>
</tbody>
</table>
### Weekly Activity Log Rubric

#### Purpose of the Assessment:

This is a performance assessment that determines the extent to which students have learned specific knowledge of nutrition activities and assessments. By keeping weekly logs, students are able to diagnose and share their strengths and weaknesses. Responding to other’s weekly logs allows peers to share in the learning process.

#### Definition of what will be assessed:

- Completion and posting of weekly logs
- Critically responding to other’s posts

#### Tasks:

- Weekly logs will be posted to share the activities completed, knowledge learned and challenges incurred.
- Students will respond to two others’ posts during the following week.

#### Weekly Logs Rubric

<table>
<thead>
<tr>
<th>Task</th>
<th>Exceeded Expectations</th>
<th>Meets Expectations</th>
<th>Does not meet Expectations</th>
<th>Comments/Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly logs posted to share the activities completed, knowledge learned and challenges incurred. Respond to two others’ posts during the following week.</td>
<td>Logs are posted by 8am Tuesday following the rotation week. Logs state the activities, experiences, and challenges encountered during the week. Focus is placed on reflecting on the challenges, how they were overcome and new interests that were found. Two responses are made to other classmates’ logs by midnight Friday following the first posting.</td>
<td>Logs are posted by 8am Tuesday following the rotation week. Logs state the activities, experiences and challenges encountered during the week. Two responses are made to other classmates’ logs by midnight Friday following the first posting.</td>
<td>Logs are posted after 8am Tuesday following the rotation week. Or: Logs state the activities, experiences and challenges encountered during the week. Or: One or no responses are made to other classmates’ logs by midnight Friday following the first posting.</td>
<td>5 Points</td>
</tr>
<tr>
<td></td>
<td>3 Points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>5 per week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>/110</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ILLINOIS STATE UNIVERSITY DIETETIC INTERNSHIP

WEEKLY ACTIVITY LOG

<table>
<thead>
<tr>
<th>Name:</th>
<th>This Week's Work Schedule:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cell:</td>
<td>Total Hours for the Week:</td>
</tr>
<tr>
<td>Site Office Telephone:</td>
<td>Total Hours for the Rotation:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency &amp; Brief Description</th>
<th>Dates Executed</th>
<th>LEARNING ACTIVITY AND EDUCATIONAL APPROACH</th>
<th>1. Discuss knowledge/skills learned/enhanced. 2. Discuss challenges and how you worked to resolve them.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

Optional: What type of assistance is desired from your preceptor and/or Internship Director to help you become more proficient in the competencies related to this rotation? Indicate P for “preceptor” and DI for Internship Director.
Illinois State University
DIETETIC INTERNSHIP
Community Rotation - Final Evaluation

<table>
<thead>
<tr>
<th>Intern:</th>
<th>Preceptor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site:</td>
<td>Phone #:</td>
</tr>
</tbody>
</table>

Please place ONLY ONE ‘X’ in each row for the items below.

### PROFESSIONAL & PERSONAL QUALITIES:

| CRDN 1.6 Incorporate critical-thinking skills in overall practice. |
| CRDN 2.2 Demonstrate professional writing skills in preparing professional communications. |
| CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings. |
| CRDN 2.7 Apply leadership skills to achieve desired outcomes. |
| CRDN 2.8 Demonstrate negotiation skills. |
| CRDN 2.10 Demonstrate professional attributes in all areas of practice. |
| CRDN 4.4 Apply current nutrition informatics to develop, store, retrieve and disseminate information and data. |

<table>
<thead>
<tr>
<th>Listens attentively</th>
<th>Shows Improvements</th>
<th>Does Not Meet Expectations</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (Personal & Professional Qualities):

36
Complete the remainder of the evaluation using the following Quartile levels:
1<sup>st</sup>: Observe; 2<sup>nd</sup>: Give input, feedback; 3<sup>rd</sup>: Do tasks with preceptor, getting ready to do independently; 4<sup>th</sup>: Without preceptor, independent work

### I. SCIENTIFIC AND EVIDENCED BASE OF PRACTICE: INTEGRATION OF SCIENTIFIC INFORMATION AND RESEARCH INTO PRACTICE.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Experiences</th>
<th>Quartile Achieved (1,2,3,4)</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 1.4 Evaluate emerging research for application in nutrition and dietetics practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 1.5 Conduct projects using appropriate research methods, ethical procedures and data analysis</td>
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<td></td>
</tr>
<tr>
<td>CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments (Scientific and Evidenced Base of Practice: integration of scientific information and research into practice):

### II. PROFESSIONAL PRACTICE EXPECTATIONS: BELIEFS, VALUES, ATTITUDINES AND BEHAVIORS FOR THE PROFESSIONAL DIETETIAN NUTRITIONIST LEVEL OF PRACTICE.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Experiences</th>
<th>Quartile Achieved (1,2,3,4)</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
accordance with accreditation standards and the Scope of Nutrition and Dietetics Practice and Code of Ethics for the Profession of Nutrition and Dietetics.

CRDN 2.9 Participate in professional and community organizations.

CRDN 2.11 Show cultural competence/sensitivity in interactions with clients, colleagues and staff.

CRDN 2.12 Perform self-assessment and develop goals for self-improvement throughout the program.

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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Experiences</th>
<th>Quartile Achieved (1,2,3,4)</th>
<th>Additional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRDN 3.3 Demonstrate effective communication skills for clinical and customer services in a variety of formats and settings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 3.4 Design, implement and evaluate presentations to a target audience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CRDN 3.5 Develop nutrition education materials that are culturally and age appropriate</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
and designed for the literacy level of the audience.

| CRDN 3.6 Use effective education and counseling skills to facilitate behavior change |
| CRDN 3.7 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management |
| CRDN 3.8 Deliver respectful, science-based answers to client questions concerning emerging trends |

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

GENERAL NARRATIVE:

Strengths:

Areas for Improvement:

Final Grade Recommendation:

_I have reviewed this evaluation. Type Name below._

Preceptor: ______________ Date:

Intern: ______________ Date:
Quartile Explanation
- To be used when completing evaluations.

1st Quartile: (watch)
- Has an accurate understanding of the competency(s) and the skills/tasks/experiences needed to meet requirements.
- Has discussed with and/or observed RD or relevant person performing competency.

2nd Quartile (give input, feedback)
- Has identified and planned specific skills/tasks/experiences to meet competency(s).
- Has observed and actively worked with RD or relevant person(s) on more than one occasion regarding the skills/tasks/experiences related to the competency(s).

3rd Quartile (do tasks with preceptor, get ready to do on own)
- Plans, implements, and assesses specific skills/tasks/experiences to meet competency.
- Able to identify potential learning/competency(s) improvement opportunities.
- Able to identify areas for improvement related to the competency(s).
- Has attempted independently executing competency requirements with appropriate guidance/recommendations given by RD or relevant person(s).

4th Quartile (without preceptor- do completely on own)
- Has successfully identified, planned, implemented, and assessed specific skills/tasks/experiences to meet competency(s).
- Able to execute all elements of competency(s) requirements independently.