

Illinois State University

Dietetic Internship Program

Class of 2026



**ILLINOIS STATE
UNIVERSITY
DIETETIC
INTERNSHIP**

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Bridging the gap between theory and practice!

TABLE OF CONTENTS

I. Introduction

Welcome	1
Program Faculty and Staff	2
Program Description	3
Mission Statement	4
Goals and Objectives of the Dietetic Internship Program	4
Accreditation Status	4
Process to Become a Registered Dietitian Nutritionist	5

II. Policies & Procedures

A. Prospective Students

Recruitment	5
Admission Requirements	6
Guidance for Distance/Online Learning	6
Identity Verification in Distance/Online Learning	6
Prior Learning	7
Program Costs	7
Selection Criteria for Rotation Sites and Preceptors	9
Tips for Securing Rotation Sites	10
Program Schedule	11
Clarification of Virtual Experiences	15
Requirements for Program Completion/Verification Statement	15
Vacation, Holiday, and Absence Policy	16
Affiliation Agreement Policy	17

B. Current Students

Health and Professional Liability Insurance	18
Liability for Safety in Travel	18
Injury or Illness While in a Facility for Supervised Practice	18
Documentation and Screening Requirements	19
Supervised Practice Facility & COVID-19 Vaccination Requirements	19
Intern Compensation	20
Grievances	20
Opportunity/Procedure for Filing Complaints with ACEND	21
Disciplinary Procedures	22
Termination from the Dietetic Internship	22
Professional Image	23
Student Name Badge Policy	24

Criteria for Intern Learning, Performance Monitoring, Retention, and Remediation in the DI Program	24
Educational Purpose of Supervised Practice	25
Supervised Practice Documentation	25
Policy on Simultaneous Employment	26
Student Expectations	26
Preceptor Expectations	27
 C. Illinois State University Policies & Procedures	
Withdrawal and Refund of Tuition and Fees	28
Withdrawal/Re-Instatement from the Dietetic Internship Program	29
Protection of Privacy Information	30
Access to Personal Files	30
Student Support Services	31
Commitment to Equitable Treatment	31
 III. Evaluation Procedures	
Rotation Midterm and Final Evaluations	31
Preceptor/Facility Evaluation	33
Competency Statements for the Supervised Practice Components of Entry Level Dietetic Education Programs	34
 IV. Appendices	
I. Food Service Curriculum	38
II. Community Nutrition Curriculum	39
III. Clinical Nutrition Curriculum	40
IV. Seminar Course Curriculum	41
V. Minimum Site Requirements	42
VI. RD Exam Resources	44
VII. On-Campus MS/DI Sample Schedule	45
VIII. Distance DI Sample Schedule	46
IX. Rotation Checklist	47

INTRODUCTION

WELCOME

We are delighted to have you join the Redbird family in the Illinois State University Dietetic Internship! As alums of the program ourselves, we are committed to your success in this internship.

Prospective students- We look forward to chatting with you about the program details and answering questions you have after reviewing the information in this handbook and on our website.

Current students- Information for course registration, rotations, and other are found throughout this handbook. We will review all information during orientation. Please remember to ask questions as you continue through the program. We look forward to watching your knowledge grow as you apply theory to practice.

Alums- Congratulations! You have accomplished so much during your internship. We look forward to watching your career as a Registered Dietitian Nutritionist flourish. We are here to guide you with licensure processes such as education verification, serve as references for job opportunities, and look forward to having you as a preceptor to our interns! Preceptors, we believe, are the #1 strength of our program.

Good luck on your RDN journey. Let's keep that passion for the nutrition profession shining!

Kaitlin Byrd, MS, RDN, LDN

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PROGRAM DESCRIPTION (ACEND 7.3.b)

The on-campus and distance dietetic internship at Illinois State University prepares students to be competent entry-level registered dietitian nutritionists and lifelong learners in the community. Individuals will develop skills in the areas of clinical nutrition, community nutrition, and food service management.

The on-campus dietetic internship program offers a streamlined pathway to credentialing by integrating the dietetic internship and MS in Nutrition degree into one, cohesive 16-month experience. A thesis and non-thesis options are available. Students will begin with two semesters of coursework followed by two semesters of supervised practice experiences and seminar coursework.

The Distance Dietetic Internship at Illinois State University offers pathways to success with unique elements of flexibility and efficiency. When you complete our distance dietetic internship, you will earn graduate credits that seamlessly integrate with our online Master of Science in Nutrition, accelerating your journey towards a career as a Registered Dietitian Nutritionist.

To best meet your diverse needs, Illinois State offers tailored course plans. You can choose to start your graduate coursework first, followed by the distance dietetic internship, or opt for a concurrent approach, completing both in 12 months.

Do you already have a graduate degree? Are you already working towards your degree? Illinois State continues to offer a standalone distance dietetic internship and will work with you to ensure your success!

Visit the 'Sequence of Courses' section for more details.

Mission of the Family and Consumer Sciences Department

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

FCS Mission: Empowering today's students to become tomorrow's professionals, enriching lives, strengthening families, and building resilient communities.

FCS Vision: Turning a passion into a career in Family and Consumer Sciences.

PROGRAM MISSION (ACEND 7.3.b)

The Illinois State University dietetic internship program prepares students to be competent entry-level registered dietitian nutritionists and lifelong learners in the field by supporting diverse opportunities to increase their capacity for leadership as they apply theory to practice.

PROGRAM GOALS AND OBJECTIVES

Goal 1: Program graduates will be competent entry-level registered dietitian nutritionists.
a. (Degree Program) At least 80% of interns complete the MS/DI program requirements within 2 years (150% of planned program length)
b. (Non-degree program) At least 80% of interns complete the Distance Dietetic Internship program requirements within 1.1 years (150% of the planned program length)
c. Of graduates who seek employment, at least 80% percent are employed in nutrition and dietetics or related fields within 12 months of graduation.
d. At least 80% percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
e. The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
f. At least 80% of employers who complete the survey will indicate a response of "meets expectations" for employer satisfaction with graduate's preparation for entry-level practice.

Goal 2: Program graduates will gain diverse experiences as they apply theory to practice during the dietetic internship.
a. 12 months after program completion, at least 80% of alumni who sought and ascertained a position as a dietetics practitioner, will indicate a response of at least "meets expectations" for gaining diverse experiences in leadership as they apply theory to practice.
b. At least 80% of program graduates who complete the exit evaluation will indicate a response of at least "meets expectations" for program support of diverse supervised practice experiences.

Program outcomes data are available upon request. (ACEND 7.3.c)

PROGRAM ACCREDITATION STATUS (ACEND 7.3.a)

The Dietetic Internship at Illinois State University is accredited 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



PROCESS TO BECOME A REGISTERED DIETITIAN NUTRITIONIST (ACEND 7.3.d)

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.

DPD graduates who are accepted to the program must complete 1000 hours of supervised practice, meet the core competencies of ACEND, and earn a graduate degree. Program graduates are then eligible to take the CDR credentialing exam.

While state interpretations of statutes may vary, it is ACEND's considered opinion that the program meets the educational requirements for dietetics licensure and certification in all states. However, completing an ACEND accredited academic program alone does not qualify an individual for licensure or certification as a dietitian in any state.

Individuals should review their state's licensing statutes and regulations to understand the specific requirements, including supervised practice and examinations, needed to obtain a dietetics license.

POLICIES AND PROCEDURES

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



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I. Recruitment (ACEND policy 7.1)

The Dietetic Internship at Illinois State University is committed to building a more culturally diverse profession. All applicants to our program will be considered equitably based on their ability to be successful in the program, graduate school, and the dietetics field. Applicants through our early admissions process and DICAS are evaluated by a team of reviewers consisting of program staff, alumni, preceptors, and members of our advisory board. If the program can assist with removing barriers to applying to our program, please contact us to discuss.

II. Admission Requirements and Process (ACEND 7.3.f)

1. Completion of at least a bachelor's degree.
2. Completion of a didactic program in dietetics.
3. A cumulative GPA of 3.0 (on a 4.0 scale).
 - a. The Grade Point Average (GPA) of all undergraduate credentials earned in the United States that are used for graduate degree admission evaluation is calculated by the last 60 hours of undergraduate work. International credentials are evaluated by using cumulative GPA in lieu of the GPA from the last 60 hours of undergraduate work.
4. Complete a master's degree in a major course of study in human nutrition, food and nutrition, dietetics, public health, food systems management, or an equivalent course of study **OR** be on track to complete their graduate degree within a maximum of three months following the completion of the dietetics internship; or have completed a graduate degree.

**Students applying to the program must participate in DICAS. Visit the program website for more information.*

III. Guidance for Distance/Online Learning (ACEND 7.3.j, 8.2.o)

To be successful in the online environment, learners will need to have a basic working knowledge of and access to computers, the internet, and various software programs.

Technical skills required include:

- Ability to access and navigate the internet, our course management system - Canvas, Redbird Mail/Outlook
- Create, save, and submit files
- Download and install software

Technical requirements include:

- Computer that can be used for extended periods of time
- Reliable broadband internet access
- Activated ULID account
- Redbird Mail/Outlook account, checked regularly

For additional information and online learning tips, visit

<https://prodev.illinoisstate.edu/online/>.

IV. Identity Verification in Distance/Online Learning (ACEND 8.2.0)

Upon admission, students are issued a unique university ID number and ULID. Before accessing university computer systems, students must create their own password and enable multi-factor verification. Students will use password protected accounts to access Illinois State's course management system, Canvas. Additionally, students will be asked to verify their identity by providing a copy of their state ID or driver's license during the background check process

V. Prior Learning (ACEND 7.3.i, 8.2.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 internship seminar courses) to receive a verification statement.

VI. Program Costs (ACEND 7.3.e)

Tuition, fees, and program expenses specific to each track of the program are listed in the following tables. Please note that tuition and fees are subject to change without notice.

Costs Associated with Applying to the Program

Item	Explanation	Cost
DICAS Application	Application Fee	\$50/\$25
Program Application Fee	ISU Submission Fee	\$35
Application to Graduate School	In an effort to reduce the cost associated with applying, only the DICAS application is required.	\$0
Total Cost of Applying		~\$85-130

Tuition and Fee Summary

Item	Explanation	Cost
On-Campus MS/DI Tuition and Fees	To estimate cost, utilize the information available on the 'Sequence of Courses' webpage to determine the number of credit hours per semester. Note: For the first 3 semesters, tuition is charged based on residency. During the 4th semester (fall), out-of-state students can apply to be Illinois residents and receive in-state tuition.	Tuition and Fees Quick Cost Estimator
DDI Tuition and Fees	To estimate cost, utilize the information available on the ' Sequence of Courses '	Tuition and Fees Quick Cost Estimator

	<p>webpage to determine the number of credit hours per semester.</p> <p>Note: Tuition is charged based on residency.</p> <p>Students completing their graduate degree at an external institution will incur the tuition/fees associated with the Dietetic Internship/Graduate Certificate plus the tuition/fees necessary to complete their graduate degree. The cost of external tuition and fees will vary. Internship/Graduate Certificate plus the tuition/fees necessary to complete their graduate degree. The cost of external tuition and fees will vary.</p>	
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Costs Associated with the Dietetic Internship (similar for both programs)

Item	Explanation	Cost
Books/Supplies	Price for textbooks and supplies will vary depending on student preference and availability of new/used/rental books or supplies.	\$0-200
Technology	Students need a computer with internet access. There is no special software needed, but reliable internet is necessary to participate in online coursework	Varies
Rotation Expenses	<p>Health Insurance (students must have their own personal health insurance or ISU Student health insurance)</p> <p>Drug Testing Background Checks Physical TB Test Lab Coat Additional rotation expenses will vary depending on the state and site requirements</p>	<p>\$281/semester (ISU)/ Varies (personal insur.)</p> <p>Varies \$30 \$20 \$11 Varies</p>
Living Expenses	<p>On-Campus Student Apartments</p> <p>Off- Campus near ISU (double occupancy)</p> <p><i>Housing expenses will vary depending on part of the country residing</i></p>	<p>~\$6480/year</p> <p>Varies</p>
Transportation Costs	Transportation and auto insurance vary; a reliable car is necessary.	Varies
Additional Expenses	<p>All Access Pass Class- required</p> <p>State Advocacy Day (optional)</p>	<p>\$225</p> <p>\$30</p>

Students in the dietetic internship may be eligible for financial aid and/or loan deferment depending on their student status. Additional information about financial aid, including an eligibility checker, is available at: <https://financialaid.illinoisstate.edu/> .

Illinois State offers payment plans for tuition and fees. Additional information can be found at: <https://studentaccounts.illinoisstate.edu/>.

Scholarships

Illinois State University offers scholarships based on grades, achievements, and activities. Additional information about scholarships can be found at: <https://financialaid.illinoisstate.edu/scholarships/>

The Academy of Nutrition and Dietetics (AND) offers academic scholarships. More information can be found at: <https://www.eatrightfoundation.org/apply-for-funding/scholarships>

State affiliates may also offer scholarship opportunities to local students. The program encourages students to check with their local chapter through the Academy of Nutrition and Dietetics.

VI. Selection Criteria for Rotation Sites and Preceptors (ACEND 7.1, 7.3.k)

- Hospital-based sites need to be accredited by The Joint Commission; or Healthcare Facilities Accreditation Program (HFAP); or Det Norske Veritas Healthcare, Inc. (DNV).
- The 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 experiences needed to provide appropriate guidance for supervised practice experiences.

- be licensed, as appropriate to meet state and federal regulations, or credentialed, as needed, for the area in which they are supervising interns.
- provide evidence of credentials or licensure as appropriate.
- complete Illinois State University Preceptor Orientation (online).

VII. Tips for Securing Rotation Sites (ACEND 7.3.k)

Students in a self-identified supervised practice program can use the following tips and resources for securing rotation sites.

- Illinois State offers one-on-one preceptor support upon acceptance to our distance dietetic internship.
- Various tools are available on our program's website, including a Prospective Preceptor Letter and Recruitment Tracker
- Members of the Academy of Nutrition and Dietetics have access to Find-a-Preceptor Database.
- Illinois State University preceptor pool can be accessed at <https://fcs.illinoisstate.edu/distance-dietetic-internship-certificate/rotation-sites/search/index.php>.

VIII. Program Schedule (ACEND 7.3.g, 8.3.q)

On-Campus Master of Science in Nutrition-Dietetic Internship Sequence

Non-Thesis Option:

Fall (9):

CORE (3)

FCS 420 Adv Nutrition (3)

Elective (3)

Spring (12):

CORE (3)

FCS 417 Adv MNT (3)

FCS 481 Seminar in Dietetics 1 (3)

Elective (3)

Summer (3):

FCS 498 Supervised Practice (3)

Fall (6):

FCS 482 Seminar in Dietetics 2 (3)

FCS 498 Supervised Practice (3)

Thesis Option:

Fall (9):

CORE (3)

FCS 420 Adv Nutrition (3)

FCS 499 Master's Thesis (3)

Spring (10):

CORE (3)

FCS 417 Adv MNT (3)

FCS 481 Seminar in Dietetics 1 (3)

FCS 499 Thesis (1)

Summer (4):

FCS 498 Supervised Practice (3)

FCS 499 Thesis (1)

Fall (7):

FCS 482 Seminar in Dietetics 2 (3)

FCS 498 Supervised Practice (3)

FCS 499 Thesis (1)

Distance Dietetic Internship (DDI) with Online Master of Science in Nutrition

Pathway 1. DDI/Graduate Certificate + Online MS in Nutrition

Summer (6):

FCS 480 Leadership in Dietetics (3)

FCS 415 Sports Nutrition (3)

Fall (12):

FCS 481 Seminar in Dietetics 1 (3)

FCS 498 Supervised Practice (3)

FCS 420 Advanced Nutrition (3)

FCS 497 Research Methods (3)

Spring (12):

FCS 482 Seminar in Dietetics 2 (3)

FCS 498 Supervised Practice (3)

FCS 474 Advanced Nutrition Support (3)

FCS 445 Statistical Methods (3)

Pathway 2. Online MS in Nutrition courses followed by DDI/Graduate Certificate

Fall (6):

FCS 420 Advanced Nutrition (3)

FCS 497 Research Methods (3)

Spring (6):

FCS 474 Advanced Nutrition Support (3)

FCS 445 Statistical Methods (3)

Summer (6):

FCS 480 Leadership in Dietetics (3)

FCS 415 Sports Nutrition (3)

Fall (6):

FCS 481 Seminar in Dietetics 1 (3)

FCS 498 Supervised Practice (3)

Spring (6):

FCS 482 Seminar in Dietetics 2 (3)

FCS 498 Supervised Practice (3)

Pathway 3: Graduate Certificate/DDI

Our program recommends that students enrolled in external graduate credit limit their enrollment to a maximum of 6 hours per semester at the non-DI institution. At the latest, students must complete their graduate degree the summer semester following the distance dietetic internship.

Fall (6):

FCS 481 Seminar in Dietetics 1 (3)

FCS 498 Supervised Practice (3)

Spring (6):

FCS 482 Seminar in Dietetics 2 (3)

FCS 498 Supervised Practice (3)

Course Descriptions

FCS 417: Advanced Medical Nutrition Therapy. Description: Advanced application of theory in practice as it relates to nutrition assessment, diagnosis, intervention, monitoring, and evaluation.

FCS 420: Advanced Nutrition. Description: Physiological and biochemical basis of nutrition, health, and disease.

FCS 481: Seminar in Dietetics 1. Description: Advanced overview of the professional aspects of dietetics by transforming foundational knowledge to practice. Comprehensive focus on ACEND's clinical competencies.

FCS 482: Seminar in Dietetics 2. Description: Advanced overview of the professional aspects of dietetics by transforming foundational knowledge to practice. Comprehensive focus on ACEND's leadership competencies.

FCS 498: Supervised work experience in businesses, agencies, institutions, and organizations. [Students earn credit for their supervised practice experiences.]

CORE

FCS 445: Statistics in Applied Science and Technology. Description: Descriptive and inferential statistics in the applied sciences; statistical analysis using current technology.

FCS 497: Introduction to Research Methodology. Description: Selection of a research problem, collection and analysis of data, types of research, the research report, and use of library and data processing resources; provides a background for the preparation of a thesis and/or research in the field.

FCS Electives

FCS 414: Early Childhood Nutrition Education. Description: Emphasis on needs of young children. Guidance in implementing a sound nutritional education program.

FCS 415: Sports Nutrition. Description: An advanced course focusing on the physiological and biochemical importance of nutrition to health, physical fitness, and sports.

FCS 474: Advanced Nutrition Support. Description: Comprehensive overview of nutrition support including enteral and total parenteral nutrition.

FCS 480: Leadership in Dietetics. Description: Comprehensive overview of leadership and project management to build skills necessary to foster professional growth and career advancement in the field of nutrition and dietetics.

Rotation Schedule

The dietetic internship provides 1000 hours of supervised practice experience as outlined above.

Summary:

320 hours Clinical

320 hours Food Service

320 hours Community

40 hours FCS 481/482 Seminar

Total: 1000 hours

The on-campus MS/DI is a traditional dietetic internship. Students in this program are placed into established rotation sites with consideration to their dietetic interests. There are two semesters of supervised practice. Supervised Practice begins mid-May immediately following finals week of the first spring semester. Students either begin with foodservice or community supervised practice. The two progression models follow.

Model 1: 5 students in this schedule:

Community: 1st community rotation for 4 weeks (5 days per week)
2nd community rotation for 4 weeks (5 days per week)
(Optional experience) Diabetes Camp

Foodservice: 1st foodservice rotation for 4 weeks (5 days per week)
2nd foodservice rotation for 4 weeks (5 days per week)

Clinical: 1 primary clinical rotation for 8 weeks (5 days per week)

Model 2: 5 students in this schedule:

Foodservice: 1st foodservice rotation for 4 weeks (5 days per week)
2nd foodservice rotation for 4 weeks (5 days per week)

Clinical: 1 primary clinical rotation for 8 weeks (5 days per week)

Community: 1st community rotation for 4 weeks (5 days per week)
2nd community rotation for 4 weeks (5 days per 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 482 during the Fall semester while completing rotations.

Description of Supervised Practice Experiences

Food Service Management Rotation:

Duration: **Minimum** – 8 weeks total at 5 days per week assuming an 8-hour workday.

Site: Each student is assigned to one hospital site for 4 weeks and one school site for 4 weeks. All effort is made for the hospital site to coincide with the primary clinical site assignment.

Clinical Dietetics Rotation:

Duration: **Minimum** – 8 weeks at 5 days per week assuming an 8-hour workday at the assigned primary site.

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

Community Nutrition Rotation:

Duration: **Minimum** – 8 weeks total at 5 days per week assuming an 8-hour workday

Site: Each student is assigned to two sites in which 4 weeks of the rotation will be completed at each site.

The distance dietetic internship is a self-identified supervised practice program. Students in this program recruit their own preceptors with support from the program, according to the minimum site requirements that can be found in Appendix V of this handbook.

In-Person vs. Remote/Virtual Experiences Both the on-campus and distance dietetic internship are designed to maximize in-person supervised practice experiences. Students are expected to follow their supervised practice schedule, whether rotations are identified by the program (OCDI) or student (DDI). Any hours that are completed in a virtual or remote setting, defined as the students and preceptor working in separate physical locations, require prior approval by the program director.

Program support for Self-Identified Supervised Practice Students are required to submit their supervised practice plans to the program by June 1st (*April 1st for ISU-Early Admissions*), ensuring that all proposed sites meet the program's minimum site requirements. If a student's supervised practice plan is incomplete on June 1st, the student will continue to recruit suitable sites with ongoing guidance and support from the program until an acceptable placement is identified. While the program assists in this

process, students are expected to demonstrate consistent and proactive effort in securing supervised practice opportunities.

Delays in identifying appropriate sites or developing a complete supervised practice schedule may postpone the student's expected program completion date; however, such delays are not grounds for dismissal unless the student ceases to make a reasonable effort to obtain placement. In circumstances where a student experiences significant or prolonged delays, they may choose, at their discretion, to withdraw from the program and reapply the following year. The program remains committed to supporting students throughout this process, while emphasizing the essential role of student initiative in securing supervised practice placements.

Deferral The program does not permit the deferral of admission under any circumstances. Students who are accepted into the program for a given admission cycle must either begin the program as scheduled or decline their offer of admission. If a student chooses not to enroll for the designated start term, they must reapply through DICAS and be reviewed alongside all other applicants in a future admissions cycle. Admission in a subsequent year is not guaranteed, as all applicants are evaluated according to the program's standard competitive selection process. Students are encouraged to consider their readiness and personal circumstances prior to accepting an offer of admission, as acceptance cannot be held, deferred, or transferred to a later term.

XIV. Requirements for Program Completion/Verification Statement (ACEND 7.3.h, 8.2.n)

To receive a Verification Statement of the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for program completion, students must complete the following:

1. Internship Requirements:
 - a. Complete all requirements for FCS 498, FCS 481, and FCS 482
 - b. Complete a minimum of 1000 hours of supervised practice, which includes:
 - i. Complete at least 700 of the 1000 hours in the professional work setting.
 - ii. Complete no more than 300 hours of supervised practice in alternative supervised practice setting experiences.
 - iii. Complete the majority of the professional work setting hours in the major rotations on-site.

2. Degree Requirements:

- a. Academic requirements of a minimum of an earned master's degree must be met. Students may complete the educational requirements through earning a minimum master's degree at Illinois State University or proof (official transcript) with an earned degree from another institution.
 - i. If you do not have a graduate degree upon admission to our program, you will need to complete your graduate degree within three months of completing the dietetic internship at Illinois State.

Every student that satisfactorily completes all program requirements as outlined above, will receive a verification statement from the program and thus be eligible for the CDR Credentialing Exam.

Time Limitations: All requirements for a graduate level certificate and/or master's degree must be completed within six calendar years, beginning with the date the student first registers as a graduate level student. Master's Degree candidates only: Any extension beyond this time requires the approval of your department/school and the Graduate School. Extensions are not routinely granted, will only be granted for cause, and require a clear timeline for completion and measurable benchmarks.

XV. Vacation, Holiday, and Absence Policies (ACEND 8.2.q)



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

- A. It should be noted that during the professional practice rotations – the schedule may fall outside the university calendar.
- B. All interns may plan for 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.

XVI. Affiliation Agreement Policy (ACEND 8.1)

All supervised practice sites must have a signed affiliation agreement prior to the intern starting their rotation experiences. The 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 staff. The program staff will initiate a new agreement one year prior to the expiration. The only situation where an affiliation agreement is not required is when supervised practice occurs on site at Illinois State University.

Current Students- Policies and Procedures

IV. Health and Professional Liability Insurance Requirements (ACEND 8.2.a)

Health insurance is required for all students during the dietetic internship at Illinois State University. If students does not have private health insurance, ISU student health insurance is available. Students who are registered for 9 credit hours or more during a semester are automatically enrolled in student health insurance and can opt out if they carry private health insurance. If utilizing student health insurance and not taking at least 9 credit hours, students need to re-enroll each semester.

Professional liability insurance coverage will be provided by Illinois State University for the 9 months of supervised practice. The insurance covers up to 1 million dollars per claim/3 million per year. In some cases, supervised practice sites may require students to purchase additional coverage based on their state's requirements.



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II. Liability for Safety in Travel to or from Assigned Areas (ACEND 8.2.b)

If students travel in a private vehicle, the owner/driver is required by their state to carry individual liability. Laws may differ from state to state. 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.

III. Injury or Illness While in a Facility for Supervised Practice (ACEND 8.2.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.

IV. Documentation and Screening Requirements (ACEND 8.2.d)

The program works with a third-party vendor to facilitate each student obtaining a drug screen, criminal background check, and a copy of their immunization records. These documents are housed with our vendor under password protection and can be accessed by program staff, as needed. These documents will most likely be required by one or more of your supervised practice sites. Should a rotation facility request verification of these documents, the student will first be asked to sign a clinical disclosure form. It is ultimately the responsibility of the intern to contact each of their supervised practice facilities to determine the required documentation before the start of a rotation.

V. Supervised Practice Facility & Vaccination Requirements

Currently, Illinois State University does not require the COVID-19 vaccine. However, some supervised practice facilities are mandating COVID-19 related requirements, including proof of vaccination for visitors, interns, students, and employees at their sites.

1. Providing proof of student vaccination status to supervised practice facility.

If Illinois State University is asked to provide vaccination status or proof of vaccination to a facility on behalf of the student, the program will follow the following procedure:

- a. Request that the facility allow the student to provide information directly to them OR
- b. Request legal permission from the student to collect (when necessary) and verify the student's vaccination status. Any documentation will be housed in a password protected, personal file per our *Protection of Privacy of Information* Policy, page 27.

2. Exemption from facility vaccination requirements. If a student wishes to pursue an exemption to the facility's vaccination requirement, they should follow the facility's internal process to request such an exemption.

- a. If the facility accepts the student's exemption, it is the student's responsibility to ensure adherence to exemption protocols, including but not limited to providing weekly testing as an alternative to vaccination.
- b. If the facility denies the student's exemption, the student will work with program staff to identify a feasible option for completing their supervised practice hours. The program has identified the following as options:
 1. The student will find another facility that does not require COVID vaccination OR that will accept the student's exemption. There are no guarantees that a new facility can be secured and that this new facility will not impose mandatory COVID vaccination requirements at any point during the student's planned experience. Affiliation agreements must be fully executed before a student can begin a supervised practice rotation at the new facility. This process may delay the students' supervised practice

- experience, thereby delaying graduation. The student may wish to pursue option 2 in the interim.
2. Complete a portion of supervised practice hours virtually. ACEND policy states that no more than 300 hours of supervised practice may be conducted in an alternative practice environment. The remaining 700 hours of supervised practice must be completed in an authentic work setting.
 3. If a student exhausts the 300 hours of alternative practice and has not secured alternative placement to meet the 700 hours of authentic, professional supervised practice, they may consider taking a leave of absence from the program. (*Withdrawal/Re-Instatement Policy*, page 26).

VI. Intern Compensation (ACEND 8.2.f)

Interns are not compensated by Illinois State University for their supervised practice hours. ISU will not restrict students from receiving compensation directly from a rotation site facility.

VII. Grievances (ACEND 10.2.g)

The Dean of Students has established the Student Conduct and Community Responsibilities [SCCR] office to review grievances concerning individual members of the University. As their website (<https://deanofstudents.illinoisstate.edu/conduct/resolution>) states, facilitated or managed conflict can be a mechanism for individual and collective learning and changes). Services offered by SCCR include Facilitated Dialogue which includes constructive conversation between two or more [i.e., preceptors, Program Directors, fellow interns, etc.] guided by SCCR staff to increase the potential that students will arrive at a mutually satisfying outcome. Mediation process can also be 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.

1. Handling Complaints from Interns
 - a. 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 the College 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.

2. Handling Complaints from Preceptors

- a. 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 the College 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 directors, 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 directors 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.

VIII. Opportunity/Procedure for Filing Complaints with ACEND (ACEND 8.2.h)

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: <https://www.eatrightpro.org/acend/public-notices-and-announcements/filing-a-complaint-with-acend/procedure-for-complaints-against-accredited-programs>

IX. Disciplinary Procedures (ACEND 8.2.I)

The Student Code of Conduct at Illinois State University provides 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. The Student Code of Conduct can be access at: <https://deanofstudents.illinoisstate.edu/conduct/code/>

X. Termination from the Dietetic Internship (ACEND 8.2.I)

Dietetic Interns enrolled as students at Illinois State University 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.

The dietetic internship staff and site preceptors may file charges against a student for alleged violations of the Code of Conduct. A student involved in an alleged violation of University regulations has a right to due process as outlined in the Illinois State University Student Handbook. A student may not be dismissed from the dietetic internship for misconduct without a disciplinary hearing by the Student Judicial Office.

If a student fails to successfully meet the competencies in each rotation with a minimum cumulative GPA of a 3.0, they may be terminated from the internship after significant measures of remediation are made to ensure the students' success.

A student who voluntarily resigns from the dietetic internship program may still pursue a Master of Science degree in Nutrition from Illinois State University provided that the student completes all degree requirements and remains in good academic standing; however, no Verification Statement would be awarded without all supervised practice hours and ACEND competencies being successfully met. Students who voluntarily resign from the dietetic internship must provide written communication to the program documenting their resignation. An exit interview with the program staff is encouraged.



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XI. Professional Image- Professional Dress

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.

Acceptable dress for rotation includes business/business-casual attire.

Business casual clothing options include:

- Slacks, khakis, chinos, knee-length skirts
- Blouses, button-down shirts, sweaters, Henley or polo shirts
- Knee-length or maxi dresses (worn with hosiery depending on facility requirements)
- Cardigans, blazers, or jackets should be worn over sleeveless shirts
- Closed toe shoes such as loafers, flats, or boots (non-slip shoes likely required in food service rotations)
- Simple, professional accessories

Additional consideration:

- Hair color of natural tone
- Conceal or cover tattoos while working

- Jeans/athleisure *may* be appropriate in certain settings. Best practice is to select traditional business casual attire, observe surroundings, consult preceptor and adjust accordingly.
 - If jeans are acceptable, they must be dark jeans without holes

XII. Student Name Badge Policy

Students will be issued an Illinois State University name badge before beginning supervised practice experiences. If lost or damaged, students will incur the cost of replacing their name badge. Replacement badges cost ~\$12.

XIII. Criteria for Intern Learning, Performance Monitoring, Retention, and Remediation in the DI Program (ACEND 8.1.a, 8.1.b, 8.2.j, 8.2.k)

1. 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 staff may be scheduled to review the evaluation to ensure intern competence. Graduate coursework assessment (FCS 481 and FCS 482) is completed at the discretion of the instructor.
2. Performance Monitoring: Students will be evaluated by preceptors at each rotation site and by instructors during seminar courses on how adequately students independently meet various competencies. Interns will be evaluated using a 9-point rubric for each competency. A score of 4 or above indicates the competency is met.
3. A student needs to maintain a minimum cumulative GPA of 3.0 based on credits earned at Illinois State University. The graduate school may terminate a student who fails to bring their cumulative GPA up to a minimum of 3.0 during a probationary period. Also, students must achieve a score of at least 'meets expectations' in all core competencies. Failure to maintain a 3.0 and achieve at least a 'meets expectations' rating in each competency (as scored on the rubrics) will result in the development of a remediation plan.
4. Per our university graduate catalog, "Courses completed at this University with grades below C will not count toward a graduate degree or certificate, but all grades of D and F in graduate courses at this University will be included in computing the cumulative grade point average. (See Repetition of Course Requirements section below.)" A student earning a grade below C may be required to repeat the course until a satisfactory grade is achieved and minimum credits are earned toward the degree or certificate.

5. Remediation: At any point during a rotation, if an intern is not making satisfactory progress toward required competencies, a remediation plan will be developed collaboratively by the preceptor, the student, and the program director. The purpose of the remediation plan is to provide the student with the necessary tools, skills, and structured opportunities to achieve the required competency objectives. Once developed, the plan will be communicated to all relevant parties and formally documented in the student's electronic file.

If a student does not meet one or more CRDN objectives within a given rotation, the preferred approach is for the student to remediate the unmet objective during their second scheduled experience within the same practice area. When a second experience is not available, the program director will determine an appropriate remediation strategy, considering the number of hours remaining in the practice area, the type and extent of competencies still unmet, and input from both the preceptor and the student. Depending on the scope of remediation required, the student may need to secure an additional supervised practice site—with program support—or complete alternative learning experiences such as case studies, simulations, or role-play activities.

When remediation occurs through alternative experiences, the student's work will be evaluated by a faculty review team in accordance with the program's established evaluation policy. These assessments will utilize the standard 9-point rubric, with a score of four or higher indicating that expectations have been met. If, after substantial remediation efforts, the student remains unable to meet the required competency objectives, the student may be dismissed from the program.

6. Intern Retention: All students must make satisfactory progress through the program requirements. Students must be timely in the completion of each rotation, unless an individual timeline has been approved by the program staff. If an intern cannot pass the assignments or achieve appropriate rubric scores, even after remediation, they will be dismissed and counseled into a career path more appropriate to their ability. Also, interns who have professional or ethical behavior failures will be counseled and dismissed from the program.

XIV. Educational Purpose of Supervised Practice (ACEND 8.2.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 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.

XV. Supervised Practice Documentation (ACEND 8.1.c)

Each intern is required to track their own supervised practice hours while at rotations. The program will track supervised practice hours for simulation, case studies, role playing and 'other' activities for FCS 481 and FCS 482 courses. A form is provided to interns and is shared between the interns and program staff using ISU's OneDrive (cloud) for continuous monitoring. Students should provide their hour log to their preceptors weekly for verification purposes.

Below is the Excel file example for the community rotation tracking form. The worksheet tabs include community, foodservice, and clinical rotations. Interns include a short summary of the work completed each week.

Community Hour Log			
NAME	EMAIL	PHONE #	
ENTER			
NAME HERE	ENTER EMAIL HERE	ENTER PHONE HERE	
Total Hours			
Required	Total Hours		
320.00	0.00		
			Provide a short summary (1-2 sentences) recapping what you learned and what challenges you encountered.
Dates	Type (Supervised/Alternative Supervised)	Hours Spent	

XVI. Policy on Simultaneous Employment

Continuous employment while completing the dietetic internship program is strongly discouraged, especially for students completing graduate coursework alongside their supervised practice required courses. Outside employment may hinder a student's ability to be successful in the program. For additional tips on covering the cost of dietetic internships, check out this article: <https://www.allaccessdietetics.com/pay-for-dietetic-internship/>.

XVII. Student Expectations

1. Students are expected to maintain a professional presence during rotations and coursework. This includes but is not limited to professional image, punctuality, engagement with material, enthusiasm to learn, and appropriate communication.
2. Students are expected to check their ILSTU email daily. Professional communication is mandatory. Texting/casual language is unacceptable in email.
3. Students are expected to keep cell phone use to a minimum, except during designated break times. Cell phone use can indicate disengagement, even if preceptor or facility staff are observed using cell phones during work hours.
4. Students are expected to always uphold the Student Code of Conduct and the Code of Ethics. Failure to comply may result in disciplinary action.
5. Students are expected to treat preceptors with respect. Preceptors are unpaid volunteers who dedicate a great deal of time to designing the student's rotation to meet ACEND and program requirements. If a student feels mistreated by a preceptor, it should be brought to the attention of program staff immediately so they can evaluate the situation.
6. Students are expected to take ownership of their educational experience. This includes reviewing curriculum activities before beginning the rotation, initiating meetings/conversations with the preceptor or program staff to ensure activities are completed, ensuring completion of evaluation forms, etc. We strongly encourage students to advocate for their experience by asking for constructive feedback, requesting specific learning experience, and fully engaging with the staff and learning opportunities.
7. Students are expected to prepare for each rotation by being in touch with the preceptor to ensure all documentation (background checks, drug screens, orientation/onboarding) is complete and reviewing key concepts relevant to the practice area.
8. Students are expected to spend time outside of rotation hours to review notes from the day, research evidence-based practice, and study common themes from the rotation.
9. Students are expected to accept constructive feedback from preceptors and facility staff to better perform on future tasks/objectives.
10. Students are expected to communicate appropriately with preceptors and program staff regarding any unplanned absences from rotations. It is the student's responsibility to make plans for any missed hours.
11. Comply with Illinois State University's "Responsible Use of AI" policy.
12. Students will adhere to the policies and procedures outlined in the Student Handbook.

XVIII. Preceptor Expectations

1. Preceptors are expected to complete mandatory preceptor training prior to the beginning of the student's experience.
2. Preceptor responsibilities include planning for student learning, facilitating learning activities, assessing student progress, and communicating with the student and program.
3. Preceptors are encouraged to spend day one of the rotation orienting the student to the facility, policies, and procedures relevant to the experience, workflows, and expectations.
4. Preceptors are *not* required to have daily oversight of the student but should maintain a pulse on their progress. The program encourages preceptors to formally meet with the student on a weekly basis to discuss progress on learning activities.
5. Preceptors are expected to alert the program early and often if learning deficiencies or lack of progress is identified.

Illinois State University Policies and Procedures

I. Withdrawal and Refund of Tuition and Fees (ACEND 8.2.p)

Withdrawal from a course for Spring or Fall prior to 10th day of sessions

- a. 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 Graduate 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

- b. 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
- c. 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

Duration of Class	No Grade Issued [# of Week Days]	Mandatory WX [# of Week Days]	WX, WP, WF [# of Week Days]	No Withdrawals AFTER [# of Week Days]
One week	1 st day	2 nd day	4 th day	4 th day
Two weeks	1 st day	3 rd day	8 th day	8 th day
Three weeks	2 nd day	5 th day	12 th day	12 th day
Four weeks	2 nd day	6 th day	16 th day	16 th day
Five weeks	3 rd day	8 th day	20 th day	20 th day
Six weeks	3 rd day	9 th day	24 th day	24 th day
Seven weeks	4 th day	11 th day	28 th day	28 th day
Eight weeks	4 th day	12 th day	32 nd day	32 nd day
Nine weeks	5 th day	14 th day	36 th day	36 th day
Ten weeks	5 th day	15 th day	40 th day	40 th day
Eleven weeks	6 th day	17 th day	44 th day	44 th day
Twelve weeks	6 th day	18 th day	48 th day	48 th day

*Weekday is defined as Monday through Friday

Withdrawal Policy for individual courses

- d. Students are strongly advised to complete all courses (FCS 481, FCS 482 and FCS 498) 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 program schedule.

The following policy applies to students who drop a course or courses but maintain an enrolled status with the university

For spring or fall semesters, 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 Graduate 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 Graduate 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 the Dean of Students.

II. Withdrawal/ Re-Instatement from the Dietetic Internship Program

(ACEND 8.2.p)

Students in good academic standing who elect to take a leave of absence/withdraw may do so by providing a written request to the program. Students must request reinstatement within 4 months. The dietetic internship staff will review the intern's request for reinstatement and make three recommendations: grant re-instatement to the program without provisions, grant reinstatement to the program with provisions, or not re-instate.

Per University policy, a student has 12 months to complete any 'incomplete' course, which includes the required internship courses. Therefore, if a student's leave of

absence/withdrawal exceeds 12 months, the student may be required to re-apply to the dietetic internship program.

IV. Protection of Privacy of Information (ACEND 8.2.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 students do not wish such information to be released without consent, they should notify the Registration Office prior to the tenth day of classes.

Students logging-in to the online course management system, Canvas, ensure identity through the unique university usernames and personal password. Information obtained by the faculty through Canvas 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.

V. Access to Personal Files ACEND 8.2.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 program staff will provide access to the student wishing to view their personal internship file. If necessary, please contact the program staff to schedule a time to do so.

VI. Student Support Services (ACEND policy 7.3.i, 8.2.t)

A variety of Student Support Services are offered at Illinois State University, which both on campus and distance learners have access to. See the Redbirds Keep Learning site for resources available at Illinois State University.

<https://ctlit.illinoisstate.edu/keeplearning/>

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VII. Commitment to Equitable Treatment (ACEND 8.1.d)

Illinois State University supports the diverse needs of interns, ensures an inclusive environment, and ensures equitable treatment by program faculty and preceptors of interns from all backgrounds. ISU 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.



V. Evaluation Policies

II. Rotation Midterm and Final Evaluations

Students will participate in midterm and final evaluation conversations with their primary preceptor. The rotation's final Assignment and Activity Curriculum Form will be provided to the dietetic internship staff via email from the preceptor. The student is responsible for gathering all rubric forms for each assignment to be submitted through Canvas. Additional Professional Progress Evaluations may occur with the site preceptor(s) at their discretion.

EVALUATIONS

Ongoing

1. The intern with the assistance of the preceptor will develop a timeline for the assignments during the rotation.
2. The intern will complete assignments and activities as listed on the rotation curriculum description pages.
3. Upon completion of an assignment, the intern will share the specific assignment rubric with the preceptor for them to complete the rubric and score the intern on their performance with the assignment. The completed rubric should be emailed back to the intern for them to upload to the specific Canvas assignment thread.

Midterm Progress Check

1. At the midpoint of the rotation, the intern should review the status of the curriculum assignment sheet with their preceptor.
2. Develop a plan for those assignments and activities yet to be completed.
3. The preceptor completes the Midterm Progress Check:
2025-2026 Link- <https://forms.office.com/r/QdsUngWE6i>

Final Evaluation

1. At the beginning of the rotation, the student and preceptor should arrange a date and time for the final evaluation discussion. As desired/needed, program staff will join the final evaluation discussion via Zoom or phone call.
2. The intern will complete the assignments and activities curriculum chart by transferring all assignment rubric scores to the form before the last rotation day.
3. Email the assignments and activities curriculum document to the preceptor to review, type final comments, and type their name to sign off. The preceptor emails this final document to the program staff and intern at the conclusion of the intern's rotation.
dieteticinternship@ilstu.edu

All evaluation forms are available on Canvas. It is the intern's responsibility to see to it that the preceptors have an electronic copy of the evaluation form with your experiences filled in for each competency.

III. Preceptor/Facility Evaluation

Students will participate in an Exit Evaluation for individual rotation sites. Students will fill out a form available in Canvas that rates characteristics of the Preceptor(s)/ Rotation Site in terms of how satisfied they were with each of the areas. Students are encouraged to share their evaluation directly with their preceptor. The program director will review the student feedback of sites for ongoing evaluation of site/preceptor quality.

VI. 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.

Core Competencies: the basis on which the program curriculum and learning activities are built within the context of the mission and goals of the program.

Required Elements: The program's curriculum must be designed to ensure the breadth of requisite skills needed for entry-level practice as a registered dietitian nutritionist.

Competence: 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.

The Competencies and planned for the three rotations – Food Service, Community, and Clinical – are located in Appendices I, II, and III. Appendix IV contains the competencies achieved in the Seminar courses.

ACEND Core Competency Statements

Domain 1. Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.
CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.
CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.
CRDN 1.3 Justify programs, products, services and care using appropriate evidence or data.
CRDN 1.4 Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.
CRDN 1.5 Incorporate critical-thinking skills in overall practice.

Domain 2. Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the nutrition and dietetics practitioner level of practice.

- CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.
- CRDN 2.2 Demonstrate professional writing skills in preparing professional communications.
- CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings.
- CRDN 2.4 Function as a member of interprofessional teams.
- CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines.
- CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.
- CRDN 2.7 Apply change management strategies to achieve desired outcomes.
- CRDN 2.8 Demonstrate negotiation skills.
- CRDN 2.9 Actively contribute to nutrition and dietetics professional and community organizations.
- CRDN 2.10 Demonstrate professional attributes in all areas of practice.
- CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public.
- CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences.
- CRDN 2.13 Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.

Domain 3. Clinical and Client Services: Development and delivery of information, products and services to individuals, groups and populations.

- CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups and populations of differing ages and health status, in a variety of settings.
- CRDN 3.2 Conduct nutrition focused physical exams.
- CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B₁₂ or iron supplementation).
- CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.
- CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.
- CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.
- CRDN 3.7 Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.
- CRDN 3.8 Design, implement and evaluate presentations to a target audience.
- CRDN 3.9 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
- CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.
- CRDN 3.11 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.

CRDN 3.12 Deliver respectful, science-based answers to client/patient questions concerning emerging trends.
CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
CRDN 3.14 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.
Domain 4. Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.
CRDN 4.1 Participate in management functions of human resources (such as training and scheduling).
CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.
CRDN 4.3 Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).
CRDN 4.4 Apply current information technologies to develop, manage and disseminate nutrition information and data.
CRDN 4.5 Analyze quality, financial and productivity data for use in planning.
CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.
CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.
CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
CRDN 4.9 Engage in the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.
CRDN 4.10 Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).
Domain 5. Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.
CRDN 5.1 Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.
CRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals.
CRDN 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
CRDN 5.4 Advocate for opportunities in professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).
CRDN 5.5 Demonstrate the ability to resolve conflict.
CRDN 5.6 Promote team involvement and recognize the skills of each member.
CRDN 5.7 Mentor others.
CRDN 5.8 Identify and articulate the value of precepting.



VII. Appendices

- I. Food Service Curriculum**
- II. Community Nutrition Curriculum**
- III. Clinical Nutrition Curriculum**
- IV. Seminar Course Curriculum**
- V. Minimum Site Requirements**
- VI. RD Exam Resources**
- VII. On-Campus MS/DI Sample Schedule**
- VIII. Distance DI Sample Schedule**

Appendix I

Foodservice Curriculum Description

Assignment/Activity	Date Completed	Score per Rubric	
Human Resource Management Student will explore processes related to HR including interviewing, hiring, occurrence policies, through termination.		CRDN 4.1	
Meal Rounding Student will complete meal rounding and present findings to appropriate personnel. Provide service recovery as needed.		CRDN 1.1	
		CRDN 4.3	
Budget Review Student will review annual/monthly budget with preceptor. Understand procedures for making budget requests.		CRDN 4.5	
Safety and Sanitation Inspection Student will simulate a health department inspection to identify and correct safety and sanitation risk in the kitchen.		CRDN 4.2	
Staff In-Service Assignment Student will identify an in-service need in the department and develop a presentation from inception through evaluation.		CRDN 2.7	
		CRDN 5.6	
Menu Development Assignment Student will develop a new menu item to feature on the patient line or cafeteria, as appropriate. Student will work with appropriate personnel to execute all details from procurement, labor, costing, and marketing.		CRDN 1.3	
		CRDN 2.3	
		CRDN 3.11	
		CRDN 3.13	
		CRDN 3.14	
		CRDN 4.6	
		CRDN 4.7	
		CRDN 4.8	



**Illinois State University
Dietetic Internship Program
Human Resource Management**

CRDN Objectives:

CRDN 4.1: Participate in management functions of human resources (such as training and scheduling).

Module Objectives.

Explore processes related to human resources.

Instructions.

1. Schedule a time to meet with your preceptor or other appropriate personnel in HR to discuss:
 - a. The process by which employees enter the organization
 - i. This discussion should include topics such as recruitment, interviewing, hiring, and salary/wage negotiation.
 - b. Strategies the organization uses for employee retention
 - i. This discussion should include topics such as onboarding, on the job training, and staff appreciation initiatives.
 - c. The process by which employees leave the organization
 - i. This discussion should cover policies related to misconduct, professional notice of resignation, and the termination process.
2. Observe interview or mock interview
 - a. If applicable, student should try to participate in an interview for a job candidate.
 - b. An alternative would be to conduct a mock interview with an existing staff member or preceptor.

Evaluation.

1. Create a flow chart demonstrating how employees move through an organization from beginning to end. Review with preceptor.
2. Meet with preceptor to complete and discuss rubric.
3. Upload your flow chart and rubric into the **FSM.Human Resource Management** assignment tab on the Dietetic Internship Course Management Site.

Rubric

Preceptors: Considering the competency and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
4.1 Participate in management functions of human resources (Such as training and scheduling).	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:



Illinois State University
Dietetic Internship Program
Meal Rounding

CRDN Objectives:

CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.

CRDN 4.3: Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).

Module Objectives.

Student will justify the importance of quality control by gathering data through meal rounding.

Student will demonstrate the ability to provide service recovery for dissatisfied customers.

Instructions.

1. Meet with your preceptor to discuss any current procedures for meal rounding.
2. Discuss service recovery procedures with your preceptor (i.e. reordering a late try, providing a fresh milk from the cafeteria, etc.)
3. If able, observe a supervisor/preceptor conducting meal rounding and service recovery.
4. Independently complete a predetermined sample (as determined by your preceptor) of meal surveys.
 - a. If your facility does not have a specific form for completing meal rounding, use the sample survey on page 2 to develop one for the site.
5. As able, provide service recovery for dissatisfied customers.

Evaluation.

1. Create a handout that summarizes your data and findings.
 - a. Visual summary of data (charts)
 - b. Summary of key findings
 - c. Suggestions for quality improvements opportunities
2. Present your data and key takeaways to your preceptor and the supervisory team as necessary. Note- findings may lead to topics for in-service assignment.
3. Meet with preceptor to complete and discuss rubric.
4. Upload your summary and rubric into the **FSM.Patient Meal Rounding** assignment tab on the Dietetic Internship Course Management Site.

Sample survey. Note the first part of this survey applies to hospitals, not schools. Modify as needed.

Service.	Always	Sometimes	Never	N/A
1. If you met with a dietitian, did they address your nutritional concerns?				
2. If you are on a special diet order, has the reason for this diet been explained to you?				
3. Is the Room Service ordering process easy to use?				
4. Is the Room Service operator polite and understanding of your needs?				
5. Are your meals delivered within 30-45 minutes?				
6. Does the host/hostess graciously assist you with your meals?				

**Please rate your meals
based on the following
characteristics:**

	Great	Good	Fair	Poor
1. Selection and variety				
2. Appearance of food/tray				
3. Temperature of hot food				
4. Temperature of cold food				
5. Overall quality of food				

Comments/Suggestions:

Patient's name (Optional): _____

Room number (Optional): _____ Date: _____



Rubric

Preceptors: Considering the competency and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
CRDN 1.1: Select indicators of program quality and/or customer service and measure achievement of objectives.	1	2	3	4	5	6	7	8	9	
CRDN 4.3: Conduct clinical and client service quality management activities (such as quality improvement or quality assurance projects).	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:



**Illinois State University
Dietetic Internship Program
Budget Review**

CRDN Objectives:

CRDN 4.5: Analyze quality, financial and productivity data for use in planning.

Module Objectives.

Student will demonstrate an understanding of budgeting procedures within the facility.

Instructions.

1. Determine a time to meet with your preceptor to discuss budgetary procedures in their facility.
 - a. Topics may include:
 - i. Types of expenses
 - ii. Food and labor reports
 - iii. Scheduling impact on labor budget
 - iv. Meal Equivalency Factors
 - v. Labor Cost/Meal
 - vi. Operating Budget
 - vii. Capital Expenditure Budget
 - viii. Procedure for making a budget request
2. As appropriate, work with your preceptor to assist in submitting a budget request.
3. As appropriate, assist with staff schedule.

Evaluation.

1. As you discuss the above with your preceptor, determine a task appropriate for you to practice work with financial or productivity data and planning. If no specific task works with the timing of your rotation, you can simulate a budget experience, scheduling plan, or write a reflection about what you learned from the budget and scheduling process at the facility.
2. After completion, meet with preceptor to complete and discuss rubric.
3. Upload your financial/productivity assignment or reflection and rubric into the **FSM.BudgetReview** assignment tab on the Dietetic Internship Course Management Site.

Rubric

Preceptors: Considering the competency and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
CRDN 4.5: Analyze quality, financial and productivity data for use in planning.	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:



**Illinois State University
Dietetic Internship Program
Safety and Sanitation Inspection**

CRDN Objectives:

CRDN 4.2: Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.

Module Objectives.

Student will simulate a health department inspection to identify and correct safety and sanitation deficiencies in the kitchen.

Instructions.

1. Determine a time to meet with your preceptor to discuss current procedures for safety and sanitation inspections.
 - a. This discussion should include a review of current health department reports as available.
2. Observe your preceptor, or appropriate staff member, conducting a safety and sanitation inspection if able.
3. Independently complete a safety and sanitation inspection of the department.
4. Determine deficiencies and develop a report to communicate findings to your preceptor.
 - a. If your facility does not have their own inspection report, you may use this [form](#).

Evaluation.

1. Compile a summary of your findings including deficiencies and corrective action taken.
2. Present summary to preceptor and supervisory staff as appropriate.
 - a. Summary report should include recommendation for avoid future deficiencies.
3. Meet with preceptor to complete and discuss rubric.
4. Upload summary and rubric into the **FSM.Safety and Sanitation** assignment tab on the Dietetic Internship Course Management Site.

Rubric

Preceptors: Considering the competency and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
CRDN 4.2: Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:



**Illinois State University
Dietetic Internship Program
Staff In-Service**

CRDN Objectives:

CRDN 2.7: Apply change management strategies to achieve desired outcomes.

CRDN 5.6: Promote team involvement and recognize the skills of each member.

Module Objectives.

Student will develop and present a plan for processes improvement.

Instructions.

1. In collaboration with the preceptor and possibly based on the findings from the *Safety and Sanitation Inspection* and/or the *Meal Rounding* activity, determine an in-service topic for process improvement.
 - a. For example, if you noticed high occurrence of cross contamination during the safety and sanitation inspection, you could develop an in-service on the importance of cross contamination prevention for treatment of food allergies.
2. Together with your preceptor, determine the most appropriate avenue for delivering this in-service.
 - a. Options include but are not limited to department meetings, morning huddles, recorded video, and/or handouts in employee mailboxes.
3. The delivery method should allow you to determine the appropriate presentation length and media (power point, handout, etc.)
4. Develop the in-service and get approval from preceptor or other personnel.
5. Deliver the in-service.
6. Develop and administer a short post-presentation survey to determine the overall effectiveness of your message.
7. OPTIONAL: As appropriate and as time allows, re-evaluate the desired outcome of your in-service and share your results with appropriate personnel.
 - a. For example, re-evaluate the occurrence of cross contamination.

Evaluation.

1. Review the feedback from the post-presentation evaluation/survey and complete the worksheet on pg. 2.
2. Meet with preceptor to complete and discuss rubric.
3. Upload a copy of your presentation (.ppt or .pdf), worksheet on pg. 2, and rubric into the **FSM.Staff In-Service** assignment tab on the Dietetic Internship Course Management Site.

Name:

In-Service Topic:

Audience (i.e. kitchen line staff, hostess staff, supervisors):

Delivery Method:

Was your in-service well attended? Explain.

In your opinion, what went well?

In your opinion, what could you have done better?

Based on the feedback you received from participants, what went well?

What did participants feel could have gone better?

If you had an opportunity to gather data on the effectiveness of your in-service, please provide a summary of your findings.

Rubric

Preceptors: Considering the competencies and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
CRDN 2.7: Apply change management strategies to achieve desired outcomes.	1	2	3	4	5	6	7	8	9	
CRDN 5.6: Promote team involvement and recognize the skills of each member.	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:



**Illinois State University
Dietetic Internship Program
Menu Development**

CRDN Objectives:

CRDN 1.3: Justify programs, products, services and care using appropriate evidence or data.
CRDN 2.3: Demonstrate active participation, teamwork and contributions in group settings.
CRDN 3.11: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.
CRDN 3.13: Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
CRDN 3.14: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.
CRDN 4.6: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.
CRDN 4.7: Conduct feasibility studies for products, programs or services with consideration of costs and benefits
CRDN 4.8: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.

Module Objectives.

Student will develop a new menu item to feature on the patient line or cafeteria, as appropriate.
Student will work with appropriate personnel to execute all details from procurement, labor, costing, and marketing.

Instructions.

1. Discuss with your preceptor the feasibility of implementing one of the following suggestions (keeping in mind this can be a one-time feature or ongoing menu item):
 - a. A new menu feature (breakfast, lunch/dinner entrée, grab and go item, etc)
 - b. Highlight a national food day/month (i.e. National Chocolate Chip Cookie Day, Taco Tuesday, etc.)
 - c. Revise an existing recipe to include health benefits (i.e. gluten free pasta bar)
 - d. Identify a poor selling item and devise a plan to relaunch the item
 - e. *Alternate project ideas agreed upon by the student and preceptor are permissible.*
2. Student will take lead in the planning of the menu item including labor considerations, procurement and budget planning, marketing, preparation, service, and survey of customer satisfaction—ultimately evaluating the success of the new menu item.
3. Present a summary of your project to your preceptor and other appropriate personnel.

Evaluation.

1. Complete the checklist & worksheet located on pg. 2.
2. During the preparation phase of this project, the student will develop two separate marketing campaigns to promote their menu item.
3. Gather data to evaluate customer satisfaction and financial success. Create a summary of the outcomes.
4. OPTIONAL: Take pictures of your item being served on production day!
5. Meet with preceptor to complete and discuss rubric.
6. The menu development project should include the Menu Planning Checklist and Worksheet, two marketing materials, summary of outcomes, and rubric. This project can be uploaded into the **FSM.MenuDevelopment** assignment tab on the Dietetic Internship Course Management Site.

Menu Planning Checklist & Worksheet.

In the space below, answer the following questions and utilize the checklist. Provide explanation where necessary.

Menu Item Name:

Planned service date:

Planning

- ☐ Does your item fit the culture and environment of your facility? Explain.
- ☐ Does your item take into consideration the seasonality of foods? Explain.
- ☐ Have you taken menu trends into consideration? Explain.
- ☐ What is the cost/serving? Is this in line with the facilities budget for new menu items? What strategy will you employ to determine sales price?
- ☐ Have you considered dietary needs of your customer (allergies, Kosher, diabetic, etc.)? Is this item available for patients on therapeutic diets? Why or why not?
- ☐ What strategies can be implemented to ensure your item promotes sustainability?

Production

- ☐ Does your menu item meet the skill level of the production personnel?
- ☐ Does your menu item meet the skill level of the service personnel?

- ☐ Are the ingredients for your menu item cross utilized as much as possible? Explain.
- ☐ Does the facility have the proper equipment to produce your item to scale? What equipment is needed?
- ☐ Is there adequate storage for the items needed to produce your item?

Implementation

- ☐ Have you marketed your item adequately? Describe two ways you will market your menu item.
- ☐ Have you completed a trial run of the recipe? Include date of outcome of trial run.
- ☐ Did you elicit feedback from a sample of your recipe?
- ☐ Have you ensured that all necessary items have been procured in advance of your service date?
- ☐ Do you have a plan in place for evaluating customer satisfaction and sales data? Explain.
- ☐ Has your plan to received final approval for service by your preceptor?

Rubric

Preceptors: Considering the competency and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
CRDN 1.3: Justify programs, products, services and care using appropriate evidence or data.	1	2	3	4	5	6	7	8	9	
CRDN 2.3: Demonstrate active participation, teamwork and contributions in group settings.	1	2	3	4	5	6	7	8	9	
CRDN 3.11: Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management.	1	2	3	4	5	6	7	8	9	
CRDN 3.13: Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.	1	2	3	4	5	6	7	8	9	



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CRDN 3.14: Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals.	1	2	3	4	5	6	7	8	9	
CRDN 4.6: Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.	1	2	3	4	5	6	7	8	9	
CRDN 4.7: Conduct feasibility studies for products, programs or services with consideration of costs and benefits	1	2	3	4	5	6	7	8	9	
CRDN 4.8: Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:

Appendix II Community Curriculum Description

Assignment/Activity	Date Completed	Score per Rubric	
Educational Materials Student will demonstrate professional writing skills through creation of educational materials for community members.		CRDN 2.2	
		CRDN 3.9	
Presentation to Target Audience Student will design, implement, and evaluate presentations to a target audience. Student will show cultural humility during interaction with audience.		CRDN 2.11	
		CRDN 3.8	
Nutrition Education for Behavior Change Student will use effective education and counseling skills to facilitate behavior change.		CRDN 3.10	
		CRDN 3.12	
Framework for Managing Risk in Dietetics Practice Student will analyze risk in dietetics practice.		CRDN 4.10	
Value of Precepting Student will identify and articulate the value of precepting.		CRDN 5.8	



**Illinois State University
Dietetic Internship Program
Education Materials**

CRDN Objectives:

CRDN 2.2: Demonstrate professional writing skills in preparing professional communications.

CRDN 3.9: Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.

Module Objectives.

Student will demonstrate professional writing skills through the creation of educational materials for community members.

Instructions.

1. In collaboration with your preceptor, determine a topic for your educational materials.
2. Together with your preceptor, determine the most appropriate type of material to create
 - a. Options include but are not limited to: newsletter, blog post, bulletin board, handout/pamphlet, PowerPoint.
3. Develop the educational materials.
4. Complete a SMOG (or similar) readability formula to estimate the literacy level of the material.
 - a. <https://readabilityformulas.com/smog-readability-formula.php> or use method that is recommended at your facility.
5. Obtain approval from preceptor or other personnel before finalizing and publishing/posting/printing.

Evaluation.

1. After completion, meet with preceptor to complete and discuss rubric.
2. Upload your Educational Materials and rubric into the **CO.EducationMaterials** assignment tab on the Dietetic Internship Course Management Site.



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Rubric

Preceptors: Considering the competency and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
CRDN 2.2: Demonstrate professional writing skills in preparing professional communications.	1	2	3	4	5	6	7	8	9	
CRDN 3.9: Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:



**Illinois State University
Dietetic Internship Program
Presentation to Target Audience**

CRDN Objectives:

CRDN 2.11: Show cultural humility in interactions with colleagues, staff, clients, patients and the public.
CRDN 3.8: Design, implement and evaluate presentations to a target audience.

Module Objectives.

Student will design, implement, and evaluate presentations to a target audience. Student will show cultural humility during interaction with the audience.

Instructions.

1. In collaboration with the preceptor, determine a topic and date for the presentation.
 - a. Note the presentation can be to any group (staff, clients, dietitians, etc).
2. Develop the in-service and get approval of your final draft from preceptor or other personnel. Be sure to understand who your audience will be and tailor your educational approach to meet their needs.
3. Deliver the presentation.
4. Develop and administer a short post-presentation survey to determine the overall effectiveness of your message. You may choose to use the evaluation rubric from the clinical case study assignment.

Evaluation.

1. Review the feedback from the post-presentation evaluation/survey and complete the worksheet on pg. 2.
2. Meet with preceptor to complete and discuss rubric.
3. Upload a copy of your presentation (.ppt or .pdf), worksheet on pg. 2, and rubric into the **CO.Presentation** assignment tab on the Dietetic Internship Course Management Site.



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Name:

Presentation Topic:

Audience (i.e. staff, clients, dietitians, etc):

Was your presentation well attended? Explain.

In your opinion, what went well?

In your opinion, what could you have done better?

Based on the feedback you received from participants, what went well?

What did participants feel could have gone better?

Reflect on how you considered cultural humility in preparing for and delivering this presentation.



Rubric

Preceptors: Considering the competencies and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
CRDN 2.11: Show cultural humility in interactions with colleagues, staff, clients, patients, and the public.	1	2	3	4	5	6	7	8	9	
CRDN 3.8: Design, implement and evaluate presentations to a target audience.	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:



Illinois State University
Dietetic Internship Program
Nutrition Education for Behavior Change

CRDN Objectives:

CRDN 3:10: Use effective education and counseling skills to facilitate behavior change.

CRDN 3:12: Deliver respectful, science-based answers to client/patient questions concerning emerging trends.

Module Objectives.

Student will use effective education and counseling skills to facilitate behavior change.

Instructions.

1. Observe your preceptor educating and counseling clients/patients/others.
2. Together with your preceptor, determine the most appropriate time to start educating and counseling during your rotation.
 - a. Note: each facility will have unique opportunities for the intern, this competency could be met through the presentation (with focus on behavior change).
3. Prepare your educational and counseling outline/plan for behavior change to use with patients/clients/others.
4. When appropriate, complete education and counseling session(s) at your facility.
5. Reflect on your session and ability to facilitate behavior change. Determine clinical indicators of behavior change.
6. If able to do several education and counseling sessions, reflect on your growth throughout the rotation.

Evaluation.

1. After completion, meet with preceptor to complete and discuss rubric.
2. Upload your education and counseling plan, short reflection, and rubric into the **CO.BehaviorChange** assignment tab on the Dietetic Internship Course Management Site.

Rubric

Preceptors: Considering the competency and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
CRDN 3:10: Use effective education and counseling skills to facilitate behavior change.	1	2	3	4	5	6	7	8	9	
CRDN 3.12: Deliver respectful, science-based answers to client/patient questions concerning emerging trends.	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:



**Illinois State University
Dietetic Internship Program
Framework for Managing Risk**

CRDN Objectives:

CRDN 4.10: Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).

Module Objectives.

Student will analyze risk in dietetics practice.

Instructions.

1. In collaboration with the preceptor, discuss ideas for the risk management worksheet.
 - a. Note: It might be helpful to complete this during the last half of the rotation after student has more experience at the facility.
2. Complete the worksheet on page 2.
3. Share the results of the worksheet with preceptor.

Evaluation.

1. Meet with preceptor to complete and discuss rubric.
2. Upload a copy of the worksheet on pg. 2 and rubric into the **CO.RiskManagement** assignment tab on the Dietetic Internship Course Management Site.

Risk management is the analysis and control of risks. It's a methodical approach that helps recognize the likelihood of risk, analyzes the impact of the potential harm, and implements strategies to identify and respond to circumstances that may put clients at risk of harm.

Name:

Facility:

1. Find source(s) of risk and analyze the harm characteristics	<ul style="list-style-type: none">* Identify source of risk (staff, work factors, environmental factors...)* Identify risk of harm characteristics (type of harm, frequency, duration, severity...)
2. Explore protective factors	<ul style="list-style-type: none">* What are the protective factors to mitigate risk?
3. Prepare a protective solution	<ul style="list-style-type: none">* Write a plan using the best protective solutions for the mentioned risk.

Preceptors: Considering the competencies and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
CRDN 4.10: Analyze risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:



**Illinois State University
Dietetic Internship Program
Value of Precepting**

CRDN Objectives:

CRDN 5.8: Identify and articulate the value of precepting.

Module Objectives.

Student will identify and articulate the value of precepting.

Instructions.

1. Talk with preceptor about their experiences precepting.
 - a. *Plan ahead with questions for your preceptor.*
 - b. *Engage in conversation sharing your experiences working with preceptors.*
2. Write a reaction paper (2 pages) about the value of precepting using what you learned through the discussion and your previous experiences with preceptors.

Evaluation.

1. Meet with preceptor to complete and discuss rubric.
2. Upload a copy of reaction paper and rubric into the **CO.Precepting** assignment tab on the Dietetic Internship Course Management Site.



Rubric

Preceptors: Considering the competency and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
CRDN 5.8: Identify and articulate the value of precepting.	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:

Appendix III Clinical Nutrition Description

Assignment/Activity	Date Completed	Score per Rubric	
Swallow Screen Conduct swallow screening as appropriate and demonstrate understanding of when a full swallow screen may be appropriate.		CRDN 3.6	
Health Screening Student will perform routine health screening assessments.		CRDN 3.3	
Mini Case Study Student will demonstrate their ability to navigate the nutrition care process through a simple case presentation.		CRDN 1.2	
		CRDN 1.5	
Major Case Study Student will demonstrate their understanding of global patient care, with emphasis on nutrition care plans through presentation of a complex case presentation.		CRDN 1.2	
		CRDN 1.5	



**Illinois State University
Dietetic Internship Program
Swallow Screen**

CRDN Objectives:

CRDN 3.6: Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.

Module Objectives.

Conduct swallow screening as appropriate and demonstrate understanding of when a full swallow screen may be appropriate.

Instructions.

1. Discuss the facility's procedure for conducting swallow screens with your preceptor.
2. Demonstrate ability to review swallow screening results in the EMR when completing objective assessment of patients.

Option 1

1. If swallow screens are completed by another discipline (i.e., nursing), work with your preceptor to arrange for observation/assistance in conducting swallow screening.
2. Work with your preceptor to plan a time to meet with speech language pathologist at the facility to discuss swallow screening and evaluation.
3. Observe a swallow evaluation if able.

Option 2

1. Complete the case study on page 2 and review with your preceptor.

Evaluation.

1. Reflect on your experience with either option 1 or 2 with your preceptor before reviewing/completing the rubric.
2. Upload a copy of your rubric into the **CL.SwallowScreen** assignment tab on the Dietetic Internship Course Management Site.



CRDN 3.6 Mini Case Study

1. Explain the different between a swallow screen and a swallow evaluation. Include which members of the interdisciplinary team might conduct each.

2. Describe the different methods by which a speech language pathologist can evaluate swallowing ability.

Bedside swallow evaluation-

Clinical swallow evaluation-

Barium swallow evaluation-

3. While completing a chart review for your nutrition assessment of patient A, you learn that your patient has transferred to the hospital from an assisted living facility. At the facility, your patient is following a pureed diet and works with a speech language pathologist at regular intervals. During the current admission, you notice the patient is on a regular texture diet. What action should be taken?

4. While completing a subjective interview for your nutrition assessment of patient B, you are able to observe mealtime. You notice that patient B pauses and puts their hand to their throat after swallowing bites of their toast. What are the logical next steps to ensure mealtime safety?



Rubric

Preceptors: Considering the competency and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
CRDN 3.6: Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:

**Illinois State University
Dietetic Internship Program
Health Screening**

CRDN Objectives:

CRDN 3.3: Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation).

Module Objectives.

Student will perform routine health screening assessments.

Instructions.

Assignment 1. Measuring blood pressure (talk, observe, demonstrate)

1. Discuss with your preceptor the most appropriate care team member in the facility to discuss measuring blood pressure with. Ask your preceptor to help arrange a time when you can work alongside that care team member.
2. Talk with the care team member about the process for taking blood pressure.
3. Observe the care team member taking blood pressure readings.
4. If able, demonstrate your understanding by measuring blood pressure on a co-worker or patient.

Assignment 2. POC laboratory testing

1. Discuss with your preceptor the most appropriate care team member in the facility to discuss conducting waived point-of-care laboratory testing. Ask your preceptor to help arrange a time when you can work alongside that care team member.
2. Talk with the care team member about the process of conducting POC laboratory testing.
3. Observe the care team member conducting POC laboratory testing.
4. If able, demonstrate your understanding by conducting POC laboratory testing on yourself, a co-worker, or patient.

Assignment 3. Initiating nutrition-related pharmacotherapy plans

1. Discuss with your preceptor the process for recommending/initiating nutrition-related pharmacotherapy plans such as bowel regimens, carbohydrate to insulin ratio, B12, iron supplements, phosphate binders, etc.
2. Review available resources for dosing nutrition-related pharmacotherapy plans.
3. If able, demonstrate your understanding by recommending/initiating (under preceptor supervision) nutrition-related pharmacotherapy plans.

Evaluation.

1. Upload a copy of your rubric into the **CL.HealthScreening** assignment tab on the Dietetic Internship Course Management Site.



Rubric

Preceptors: Considering the competency and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
CRDN 3.3: Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation).	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:

**Illinois State University
Dietetic Internship Program
Mini Case Study**

CRDN Objectives:

CRDN 1.2: Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.

CRDN 1.5: Incorporate critical-thinking skills in overall practice.

Module Objectives.

Student will demonstrate their ability to navigate the nutrition care process through a simple case presentation. The mini case presentation will be ~15-20 minutes. It should be presented orally to members of the nutrition services team at the halfway point of the rotation.

Instructions.

1. Student should begin looking for a mini case patient during weeks 2-3 of the clinical rotation.
2. Once a mini case patient has been selected, student should obtain approval from your supervising dietitian.
3. The case study patient should be ***the student's patient***. (or one where the student has *significantly* contributed to the nutrition care plan of the patient).
4. The student should take initiative, with assistance from the preceptor, to schedule a date and time for the case presentation and invite relevant personnel.
 - a. **Consider this!** Mini case presentations work well as 'lunch and learns.'
5. Use the general outline form on pg. 2 as a guide.
 - a. Note that some information presented on the outline may not be available for all patients. Similarly, other information which is NOT on the outline may be pertinent to the patient's care and should be included as necessary.
6. Review preliminary outline with primary supervising dietitian.
7. Prepare an appropriate visual aid to enhance the presentation.
 - a. **Consider this!** For the mini case presentation, a 1-page summary of the nutrition care plan and references may be appropriate.
8. Student should provide an evaluation form to all audience members to gather feedback regarding the presentation. The feedback gathered should be reviewed and taken into consideration for the major case presentation.

Evaluation.

1. Review evaluation forms from audience and make an improvement plan for major case presentation.
2. Complete and discuss the rubric with your preceptor.
3. Upload a copy of your presentation, evaluation forms, and rubric into the **CL.MiniCaseStudy** assignment tab on Course Management Site.



General Outline of the Mini Case Study:

Additional information may be requested by the supervising dietitian.

I. General Information

- Patient's initials
- Age, Height, Weight
- Occupation
- Support system
- Date of Admission
- Attending Physician
- Unit

II. Past 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. Overview of Nutrition Care Plan

- **A:** Summary of objective and subjective information obtained from nutrition assessment
 - BMI/IBW/%IBW
 - Diet recall
 - Nutritional adequacy of traditional food patterns
- **D:** Explanation/rationale of nutrition diagnosis (PES statement)
- **I:** Recommended diet order pertinent to condition
 - Justification for estimated calorie, protein, and fluid needs
 - Review of education provided
- **M:** Recommendation for Medical Nutrition Therapy Follow-up
- **E:** Nutrition Care Plan upon discharge
 - Education regarding discharge diet with patient and/or family

*Student should be able to explain the *why* behind their clinical decisions*

V. What would you have done differently?



Evaluation of Oral Presentation

Presenter:

Topic:

Date:

Please rate the intern on the following:	Below expectations			Met expectations			Exceeded expectations			Comments
Introduces self, topics, and objectives appropriate to the presentation and audience.	1	2	3	4	5	6	7	8	9	
Uses instructional strategy appropriate to presentation and audience (lecture, demo, etc.)	1	2	3	4	5	6	7	8	9	
Effective visual aid(s)	1	2	3	4	5	6	7	8	9	
Speaks from outline rather than prepared text. Presentation flows smoothly.	1	2	3	4	5	6	7	8	9	
Accuracy of content.	1	2	3	4	5	6	7	8	9	
Adapts instructional plan to audience and situation as needed.	1	2	3	4	5	6	7	8	9	
Uses pertinent examples to illustrate main points. Separates facts from opinion.	1	2	3	4	5	6	7	8	9	
Uses terminology and language suitable for audience.	1	2	3	4	5	6	7	8	9	
Speaks with suitable pace, volume, grammar, eye contact, and gestures.	1	2	3	4	5	6	7	8	9	
Develops appropriate conclusions.	1	2	3	4	5	6	7	8	9	
Covers amount of material appropriate for time constraints	1	2	3	4	5	6	7	8	9	
Adequate management of patient.	1	2	3	4	5	6	7	8	9	
Presenter utilized evidence-based research and provides resources.	1	2	3	4	5	6	7	8	9	

Presenter Strengths and Areas of Improvement:

Preceptors: Considering the competencies and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
CRDN 1.2: Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.	1	2	3	4	5	6	7	8	9	
CRDN 1.5: Incorporate critical-thinking skills in overall practice.	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:



Illinois State University
Dietetic Internship Program
Major Case Study

CRDN Objectives:

CRDN 1.2: Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.

CRDN 1.5: Incorporate critical-thinking skills in overall practice.

Module Objectives.

Student will demonstrate their understanding of global patient care, with emphasis on nutrition care plans through presentation of a complex case presentation. The major case presentation will be ~50-60 minutes. It should be presented orally and accompanied by a visual aid (such as a power point) to members of the nutrition services team and other interdisciplinary team members as appropriate. This presentation should take place in the last 1-2 weeks of the rotation.

Instructions.

1. Student should begin looking for a major case patient during weeks 4-5 of the clinical rotation.
2. Once a major case patient has been selected, student should obtain advanced approval from your supervising dietitian.
3. The case study patient should be **the student's patient** and should have a length of stay long enough to provide a comprehensive care plan.
4. The student should take initiative, with assistance from the preceptor, to schedule a date and time for the case presentation, book a conference room as appropriate, and invite relevant personnel.
5. Use the general outline form on pg. 2 as a guide.
 - a. Note that some information presented on the outline may not be available for all patients. Similarly, other information which is NOT on the outline may be pertinent to the patients care and should be included as necessary.
 - b. The major case study should demonstrate adequate navigation of the NCP as well as a greater emphasis on the pathophysiology of the disease state, evidence-based research, and current medical nutrition therapy guidelines.
6. Review preliminary outline with primary supervising dietitian.
7. Prepare an appropriate visual aid to enhance the presentation.
 - a. **Consider this!** For the major case presentation, a formal slide deck presentation is appropriate.
8. Student should provide an evaluation form to all audience members to gather feedback regarding the presentation.

Evaluation.

1. Review evaluation forms from audience and make an improvement plan for major case presentation.
2. Complete and discuss the rubric with your preceptor.
3. Upload a copy of your presentation, evaluation forms, and rubric into the **CL.MajorCaseStudy** assignment tab on Course Management Site.



General Outline of the Major Case Study:

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

- **A:** Summary of objective and subjective information obtained from nutrition assessment
 - BMI/IBW/%IBW
 - Diet recall
 - Nutritional adequacy of traditional food patterns
- **D:** Explanation/rationale of nutrition diagnosis (PES statement)
- **I:** Recommended diet order pertinent to condition
 - Justification for estimated calorie, protein, and fluid needs
 - Review of education provided
- **M:** Recommendation for Medical Nutrition Therapy Follow-up
- **E:** 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?



Evaluation of Oral Presentation

Presenter:

Topic:

Date:

Please rate the intern on the following:	Below expectations			Met expectations			Exceeded expectations			Comments
Introduces self, topics, and objectives appropriate to the presentation and audience.	1	2	3	4	5	6	7	8	9	
Uses instructional strategy appropriate to presentation and audience (lecture, demo, etc.)	1	2	3	4	5	6	7	8	9	
Effective visual aid(s)	1	2	3	4	5	6	7	8	9	
Speaks from outline rather than prepared text. Presentation flows smoothly.	1	2	3	4	5	6	7	8	9	
Accuracy of content.	1	2	3	4	5	6	7	8	9	
Adapts instructional plan to audience and situation as needed.	1	2	3	4	5	6	7	8	9	
Uses pertinent examples to illustrate main points. Separates facts from opinion.	1	2	3	4	5	6	7	8	9	
Uses terminology and language suitable for audience.	1	2	3	4	5	6	7	8	9	
Speaks with suitable pace, volume, grammar, eye contact, and gestures.	1	2	3	4	5	6	7	8	9	
Develops appropriate conclusions.	1	2	3	4	5	6	7	8	9	
Covers amount of material appropriate for time constraints	1	2	3	4	5	6	7	8	9	
Adequate management of patient.	1	2	3	4	5	6	7	8	9	
Presenter utilized evidence-based research and provides resources.	1	2	3	4	5	6	7	8	9	

Presenter Strengths and Areas of Improvement:

Preceptors: Considering the competencies and assignment objectives, please indicate the score the intern earned on this assignment.

Competency	Below expectations: <i>Fails to perform tasks at entry level</i>			Met expectations: <i>Performs tasks at entry level</i>			Exceeded expectations: <i>Performs tasks above entry level</i>			Rationale for scoring
CRDN 1.2: Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition and dietetics practice.	1	2	3	4	5	6	7	8	9	
CRDN 1.5: Incorporate critical-thinking skills in overall practice.	1	2	3	4	5	6	7	8	9	

Preceptor Signature (Type name here):

Date:

Clinical Checklist. The following checklist contains activities that the intern will demonstrate on a regular basis.

Preceptors: Considering the competencies and assignment objectives, please indicate the score the intern earned on each competency.

Competency	Description	Below Expectations: Fails to perform tasks at entry level			Met Expectations: Performs tasks at entry level			Exceeded Expectations: Performs tasks above entry level			Rationale for Scoring
		1	2	3	4	5	6	7	8	9	
CRDN 2.10: Demonstrate professional attributes in all areas of practice	Intern dresses appropriately, arrives on-time, and is professional.	1	2	3	4	5	6	7	8	9	
CRDN 3.1: Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as a part of the clinical workflow elements for individuals, groups, and populations of differing ages and health status, in a variety of settings.	Intern has demonstrated ability to provide nutrition care to patients with a variety of clinical conditions. Intern can manage an 'entry level' caseload (approximately 1 assessment per number of weeks intern has been on-site).	1	2	3	4	5	6	7	8	9	
CRDN 3.2: Nutrition Focus Physical Exams	Intern conducts NFPE of macronutrients/micronutrients as needed for diagnosing malnutrition.	1	2	3	4	5	6	7	8	9	
CRDN 3.7: Demonstrate effective communication and documentation skills	Intern effectively communicates with patients, colleagues, and interdisciplinary team members. Intern accurately documents in the medical record.	1	2	3	4	5	6	7	8	9	
CRDN 4.4: Apply current information technologies to develop, manage, and disseminate nutrition information and data.	Intern demonstrates ability to gather objective data from the EMR. Intern adequately documents care plans.	1	2	3	4	5	6	7	8	9	

**Appendix IV. ACEND Checklist of Dietetics Seminar I &
Dietetics Seminar II Degree Program- Dietetic Internship**

FCS 481- Dietetics Seminar I, Spring Semester

CRDNs				
Check	SP Hours	CRDN	Description	Module
	3	CRDN 2.1	Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.	Compliant Practice- Code of Ethics and Scope of Practice
	2	CRDN 2.9	Actively contribute to nutrition and dietetics professional and community organizations.	Nutrition and Dietetics Community
	2	CRDN 2.12	Implement culturally sensitive strategies to address cultural biases and differences.	DEI in Dietetics
	3	CRDN 3.4	Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.	Diabetes Management Spotlight
	3	CRDN 3.5	Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.	Exploring Enteral Access Devices
	2	CRDN 4.9	Engage in the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.	Coding and Billing
	3	CRDN 5.7	Mentor others.	Mentorship
ACEND/Program Required Topics				
	2	Adolescents		Dietetics in the Media
		College	*CRDN 5.7	Mentorship
	2	Pregnancy/ Lactation		WIC Infographic
		GI Disease	*CRDN 3.5	EAD

ACEND Checklist of Dietetics Seminar I & Dietetics Seminar II
Degree Program- Dietetic Internship

FCS 482: Dietetics Seminar II, Fall Semester

CRDNs				
Check	SP Hours	CRDN	Description	Module
	2	CRDN 1.4	Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.	Outcomes Research
	2	CRDN 2.4 CRDN 2.5 CRDN 2.6	Function as a member of interprofessional teams. Work collaboratively with NDTRs and/or support personnel in other disciplines. Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	Exploring the Interdisciplinary Team
	2	CRDN 2.8 CRDN 5.4	Demonstrate negotiation skills. Advocate for opportunities in the professional setting (such as asking for additional responsibilities, practicing negotiating a salary or wage or asking for a promotion).	Salary Negotiation Case Study
	2	CRDN 2.13	Advocate for local, state, or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.	Advocacy
	2	CRDN 5.1	Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.	Online Portfolio Creation
	2	CRDN 5.2 CRDN 5.5	Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals. Demonstrate the ability to resolve conflict.	Mock Interview
	2	CRDN 5.3	Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.	PDP/Licensure
ACEND/Program Required Populations/Conditions				
	1	Athletes		Sports Nutrition Highlight
	1	Renal		Renal Dietetics
	2	Infants/ Pediatrics/ Endocrine		Pediatric Spotlight

ACEND Checklist of Dietetics Seminar I & Dietetics Seminar II
Non-Degree Program- Dietetic Internship

FCS 481- Dietetics Seminar I, Fall Semester

CRDNs				
Check	SP Hrs.	CRDN	Description	Module
	2	CRDN 1.4	Conduct projects using appropriate research or quality improvement methods, ethical procedures and data analysis utilizing current and/or new technologies.	Outcomes Research
	3	CRDN 2.1	Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Profession of Nutrition and Dietetics.	Compliant Practice- Code of Ethics and Scope of Practice
	2	CRDN 2.9	Actively contribute to nutrition and dietetics professional and community organizations.	Nutrition and Dietetics Community
	2	CRDN 2.12	Implement culturally sensitive strategies to address cultural biases and differences.	DEI in Dietetics
	3	CRDN 3.4	Provide instruction to clients/patients for self-monitoring blood glucose considering diabetes medication and medical nutrition therapy plan.	Diabetes Management Spotlight
	3	CRDN 3.5	Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.	Exploring Enteral Access Devices
	2	CRDN 4.9	Engage in the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.	Coding and Billing
ACEND/Program Required Topics				
	2	Infants/ Pediatrics/ Endocrine		Pediatric Spotlight
	2	Pregnancy/ Lactation		WIC Infographic
	-	GI Disease	*CRDN 3.5	EAD
	1	Athletes		Sports Nutrition Highlight

ACEND Checklist of Dietetics Seminar I & Dietetics Seminar II
Non-Degree Program- Dietetic Internship

FCS 482: Dietetics Seminar II, Spring Semester

CRDNs				
Check	SP Hrs.	CRDN	Description	Module
	2	CRDN 2.4 CRDN 2.5 CRDN 2.6	Function as a member of interprofessional teams. Work collaboratively with NDTRs and/or support personnel in other disciplines. Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.	Exploring the Interdisciplinary Team
	2	CRDN 2.8 CRDN 5.4	Demonstrate negotiation skills. Advocate for opportunities in the professional setting (such as asking for additional responsibilities, practicing negotiating a salary or wage or asking for a promotion).	Salary Negotiation Case Study
	2	CRDN 2.13	Advocate for local, state, or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.	Advocacy
	2	CRDN 5.1	Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.	Online Portfolio Creation
	2	CRDN 5.2 CRDN 5.5	Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals. Demonstrate the ability to resolve conflict.	Mock Interview
	2	CRDN 5.3	Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.	PDP/Licensure
	3	CRDN 5.7	Mentor others.	Mentorship
ACEND/Program Required Populations/Conditions				
	2	Adolescents		Dietetics in the Media
	1	Renal		Renal Dietetics
	-	College	*CRDN 5.7	Mentorship

Appendix V

Distance Dietetic Internship- Minimum Site Requirements

The Distance Internship/Certificate Program requires students to seek their own rotation sites with approval from the Program Director. Students must find the following types of rotation sites:

Community. 320 hours. Recommend 10 weeks @ 32 hours/week (**1 site required, 2 sites permitted**)

- Appropriate community rotation sites may offer the intern a progression of experiences in individual and group counseling, community presentations, program evaluation, etc. would make acceptable rotation sites.
- Students have the option to complete their community rotation at 2 separate sites for added diversity. If split, each community rotation should be 5 weeks @ 32 hours/week.
- Examples: WIC clinics, Extension offices, private practice, food banks, or outpatient facilities (weight loss, bariatrics, diabetes, etc.) *not all inclusive*
- Preceptors do not have to be Registered Dietitians but should have the education and experiences needed to provide the appropriate guidance for the supervised practice.

Virtual Experiences.

Our program prefers that all supervised practice hours be completed in-person however, we see value in the virtual/remote work setting. To allow for additional diversity in supervised practice, our program will allow for a portion of the *community rotation* to be completed in a virtual setting. Still, a majority of the rotation should be completed in an in-person experience.

Food Service. 320 hours. Recommend 10 weeks @ 32 hours/week (**2 sites required**)

- One site should be a healthcare facility that provides therapeutic diets. Appropriate rotation sites include inpatient food service operations, long term care facilities, behavioral health hospitals, etc.
- One site should be a facility that follows federal meal pattern regulations. Appropriate rotation sites include CACFP participants, K-12 School Districts, University/Campus Dining, etc.
- The healthcare and school food service rotation should each be 5 weeks at 32 hours/week.
- Preceptors do not have to be Registered Dietitians but should have the education and experiences needed to provide the appropriate guidance for the supervised practice.

Clinical. 320 hours. Recommend 10 weeks @ 32 hours/week (**1 site required**)

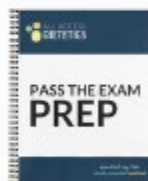
- The majority (75%) of clinical hours should come from a primary hospital-based, acute-care facility.
 - While it is not required, interns may wish to spend a portion (25%) of their experience in a specialty area of clinical dietetics such as a Cancer Center, Critical Care/Trauma Center, or Dialysis Clinic.
- Hospital-based sites need to be accredited by the Joint Commission; or Healthcare Facilities Accreditation Program (HFAP); or Det Norske Veritas Healthcare, Inc. (DNV).

- Hospital-based sites should have an average daily census of 50 or greater to ensure the site can offer the intern a variety of experiences beginning with basic medical nutrition therapy and advancing to more complex, advanced medical nutrition therapy. Facilities that do not meet this requirement will be reviewed on a case-by-case basis.
- If the site/preceptor prefers the student to be on-site for > 320 hours, that is permissible and encouraged so long as it fits into the student's schedule.
- While interns may work with a variety of staff members, they will need to identify one primary preceptor from the clinical site who is a Registered Dietitian.

Appendix VI All Access Pass Class



Don't try to memorize a study guide and take thousands of practice questions. There is a better way!



Pass the Exam Prep powered by the Study Smarter Method

Pass the Exam Prep powered by the Study Smarter Method is a study guide that also teaches an evidence-based learning method. Physical study guide with in-depth explanations – not meant to be memorized!



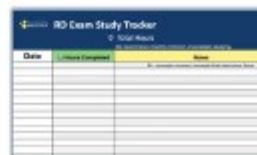
Pass Class Community

Tutor Zak Kacisberg, MS, RD will answer questions and provide 2 video lessons per week. You can also access live weekly events, find a study buddy, and more!



Review Session Recordings

These recordings are taught by Lead Tutor, Susy Cohen, RD, who scored a 35 on her RD exam and is an ICU dietitian in Miami, FL.



Bonus Gifts

These bonus tools fill in the gaps to provide full support, even after you pass the RD exam and are looking to get hired at your first job!

Access until you pass your RD exam!

SPECIAL PRICING FOR ILSTU INTERNS

Appendix VII. ON-CAMPUS SUPERVISED PRACTICE SAMPLE SCHEDULE

December Graduation <i>Tentative</i> Rotation Schedule: Supervised practice hours = 1000								
Intern	Intern	Intern	Intern	Intern	Intern	Intern	Intern	Intern
Community May 16 - Jun 10 Hopedale-CO	Community May 16 -Jun 9 DCR	Community May 16-Jun 10 Extension	Community May 16- Jun 10 Peoria CC	Community May 16-Jun 10 WIC	Foodservice May 16-Jun 10 EMDH	Foodservice May 16-Jun 10 Eurest	Foodservice May 16-Jun 10 D87	Foodservice May 16-Jun 10 DMH
Community Jun 13 - July 8 Eurest	Community Jun 13 - July 8 Extension	Community Jun 20- July 15 Crossings	Community Jun 13 - July 8 WIC	Community Jun 13 - July 8 DCR	Foodservice Jun 13 - July 8 OSF St. Joseph	Foodservice Jun 13 - July 8 Carle BroMenn	Foodservice Jun 13 - July 8 UPH-Methodist	Foodservice Jun 13-July 8 D87
Diabetes Camp July 9 - July 15	Diabetes Camp July 9 - July 15							
Foodservice July 25 - Aug 19 OSF St. Joseph	Foodservice July 25 -Aug 19 UPH - Proctor	Foodservice Aug 8 - Sept 2 UPH- Methodist	Foodservice July 25 -Aug 19 EMDH	Foodservice July 25-Aug 19 DMH	Clinical July 18-Sep 16 OSF St. Joseph	Clinical July 18-Sep 16 Carle BroMenn	Clinical July 25-Sep 23 UPH Methodist	Clinical July 25-Sep 23 DMH
Foodservice Aug 22 - Sept 16 EMDH	Foodservice Aug 22 - Sept 16 Eurest	Foodservice Sept 5 - Sept 30 Unit 5	Foodservice Aug 22-Sept 16 Carle BroMenn	Foodservice Aug 22-Sep 16 Unit 5				
Clinical Sept 26 - Dec 2 OSF St. Joseph (Nov 21 wk off)	Clinical Sept 26 - Dec 2 UPH - Proctor (Nov 21 wk off)	Clinical Oct 3 - Dec 9 UPH - Methodist (Nov 21 wk off)	Clinical Oct 10 - Dec 9 Carle BroMenn	Clinical Sept 26 -Dec 2 DMH (Nov 21 wk off)	Community Sept 26-Oct 21 DCR	Community Sept 26-Oct 21 Crossings	Community Oct 3-Oct 28 Peoria CC	Community Oct 3-Oct 28 Hopedale
					Oct 31 - Dec 2 WIC (Nov 21 wk off)	Oct 31 - Dec 2 Peoria CC (Nov 21 wk off)	Oct 31 - Dec 2 DCR (Nov 21 wk off)	Oct 31 -Dec 2 Extension (Nov21 wk off)

Appendix VIII. DISTANCE DIETETIC INTERNSHIP SUPERVISED PRACTICE SAMPLE SCHEDULE

Start Date: August 19		CLASS OF 2025 SAMPLE SCHEDULES		End Date: May 9	
This schedule identifies possible rotations schedules should the intern choose to start in any of the practice areas. It does not include all rotation schedule possibilities.					
COMMUNITY START Similar for all distance interns		FOOD SERVICE START Similar for all distance interns		CLINICAL START Similar for all distance interns	
ORIENTATION (Synchronous, Online)		ORIENTATION (Synchronous, Online)		ORIENTATION (Synchronous, Online)	
8/19-8/23		8/19-8/23		8/19-8/23	
Community		Foodservice		Clinical	
8/26-10/25		8/26 - 10/25		8/26-10/25	
10 weeks x 32 hours/week		5 wks x 32 hrs/wk school 5 wks x 32 hrs/wk healthcare		10 weeks x 32 hours/week	
Foodservice		Community		Community <u>OR</u> Food Service	
11/4-1/24		11/4-1/24		11/4-1/24	
5 wks x 32 hrs/wk school 5 wks x 32 hrs/wk healthcare		10 weeks x 32 hours/week		10 weeks x 32 hours/week (FS split)	
<i>Thanksgiving Vacation 11/23-12/1 (optional)</i>		<i>Thanksgiving Vacation 11/23-12/1 (optional)</i>		Thanksgiving Vacation 11/23-12/1 (optional)	
<i>Finals Week 12/7-12/13</i>		<i>Finals Week 12/7-12/13</i>		Finals Week 12/7-12/13	
<i>Holiday Vacation 12/21- 12/29 (optional)</i>		<i>Holiday Vacation 12/21-12/29 (optional)</i>		Holiday Vacation 12/21-12/29 (optional)	
Clinical		Clinical		Foodservice <u>OR</u> Community	
2/3-4/11		2/3-4/11		2/3-4/11	
10 weeks x 32 hours/week		10 weeks x 32 hours/week		10 weeks x 32 hours/week	
<i>Semester ends 5/3 (5/3- 5/9 success week)</i>		<i>Semester ends 5/3 (5/3- 5/9 success week)</i>		<i>Semester ends 5/3 (5/3-5/9 success week)</i>	

Appendix VIII. ROTATION CHECKLIST

The following checklist is intended to be a resource for helping you track your progress through the dietetic internship. This checklist is NOT all inclusive of everything you'll be completing.

Before Each Rotation	
Several weeks before your rotation begins, check with preceptors to see if there are any requirements for the facility prior to starting. This may include verification from our program that you've completed background check, drug screen, onboarding, computer training, etc.	<input type="radio"/> FS
	<input type="radio"/> CO
	<input type="radio"/> CL
One week before your rotation begins, contact the preceptor again to finalize schedule and first day logistics (where to park, lunch, dress code, etc.) Request to schedule a formal meeting in the first few days to review assignments and internship processes. Include resume and biography.	<input type="radio"/> FS
	<input type="radio"/> CO
	<input type="radio"/> CL
Complete the pre-rotation assignments in Canvas.	<input type="radio"/> FS
	<input type="radio"/> CO
	<input type="radio"/> CL
Review the curriculum and activities for the upcoming rotation	<input type="radio"/> FS
	<input type="radio"/> CO
	<input type="radio"/> CL
During Each Rotation	
In the first few days of each rotation, you should discuss the following with your preceptors: <ul style="list-style-type: none"> • Relevant policies and procedures to the department (dress code, attendance policy, procedure for sick days) • Review curriculum and activities, develop a schedule • Determine how preceptor wishes to fill documents (electronic or print) • Set meeting date/time for midterm progress check and final evaluation 	<input type="radio"/> FS
	<input type="radio"/> CO
	<input type="radio"/> CL
At the end of each week, update your supervised practice hour log and reflections. Provide a copy to your preceptor electronically or hardcopy—whichever is preferred.	<input type="radio"/> FS
	<input type="radio"/> CO
	<input type="radio"/> CL

Ensure preceptor has completed the midterm progress check when you are halfway done with your hours. Schedule a date/time to discuss your progress on the curriculum for that practice area and determine a plan of action for the remainder of the rotation.	○ FS
	○ CO
	○ CL
At the conclusion of the rotation <ul style="list-style-type: none"> • share the supervised practice hour log with the program via dieteticinternship@ilstu.edu. • Upload all assignment rubrics and the curriculum final form into Canvas • Save all documents relevant to the rotation in your OneDrive folder 	○ FS
	○ CO
	○ CL

After Each Rotation	
Complete a rotation/preceptor site evaluation. Share directly with the preceptor within one week of completing your rotation. Upload form onto Canvas.	○ FS
	○ CO
	○ CL
Review your final form and make a plan for meeting any missed CRDN competencies either at the second rotation site or contact the program staff to plan for remediation.	○ FS
	○ CO
	○ CL
Complete the post-rotation assignment in Canvas after all hours are complete.	○ FS
	○ CO
	○ CL