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Introduction to the Preceptor Handbook

This handbook and associated materials were created to serve as tools and resources for the preceptors who have so graciously agreed to precept Cedar Crest College (CCC) Dietetic Interns. According to data from the Academy of Nutrition and Dietetics (the Academy), many preceptors express that they feel poorly prepared for their role as a preceptor, as it is not a typical component of dietetics education and related fields. In addition, the Accreditation Council for Education in Nutrition and Dietetics (ACEND) has recently revised the Eligibility Requirements and Accreditation Standards (ERAS) for Dietetic Internships; therefore, some aspects of the dietetic internship may be new to even the most seasoned preceptors.
Thank You

We would like to express our most sincere appreciation to you for agreeing to precept interns in the CCC supervised practice program. We realize that preceptors are an essential and integral component of dietetics education and that there would be no supervised practice without preceptors. We know you agreed to take on the role of preceptor in addition to the traditional responsibilities of your job and out of your willingness to support nutrition education and help develop skilled practitioners.

We view you, the preceptors, as partners in the education of dietetic interns. Our goal is to have you actively participate in the continuous quality improvement process surrounding the CCC Dietetic Internship (DI). Your input regarding the interns, scheduling, rotations, assignments, etc. is integral to the success of this internship. We welcome your feedback on a continuous basis, both through informal and formal means. Please feel free to contact the DI Director or DI Distance and Supervised Practice Coordinator at any time throughout the year with feedback and suggestions. Since every facility is different and because we host interns across the country, it is difficult to know what will work best for all sites, preceptors, and students. Please communicate to us what is working well and what processes require improvement or modification. In addition, we invite you to participate in the more formal program evaluations that will take place during and at the conclusion of intern rotations and through the CCC Nutrition Department Advisory Council, which meets annually.
Introduction to Supervised Practice

In order to earn the Registered Dietitian (RD) credential, registered dietitians must meet the following criteria:

- Complete a minimum of a bachelor’s degree at a U.S. regionally accredited university or college and course work accredited or approved by ACEND.
- Complete an ACEND-accredited **supervised practice program** (aka dietetic internship) at a health-care facility, community agency, or a foodservice corporation or combined with undergraduate or graduate studies.
- Pass a national examination administered by the Commission on Dietetic Registration (CDR).
- Complete continuing professional educational requirements to maintain registration.

The supervised practice program represents a crucial step in developing the intern from “beginner” to “entry-level” competence. Competence is defined as the quality or state of having requisite or adequate ability or qualities. The supervised practice program provides an opportunity for dietetic interns to practice or perform dietetics-related activities under supervision while building skills, gradually increasing workload and complexity of work, and applying didactic learning to real-life dietetics practice. Didactic education and traditional exams, while excellent methods for developing and assessing foundation knowledge, cannot replace supervised practice.

The supervised practice program offers an environment in which dietetic interns can learn new skills and apply classroom education. Supervised practice will help the intern attain competencies and learning outcomes appropriate to the entry level dietetics practitioner. Essentially, interns will be learning what you, the preceptor and professional, do on a daily basis as part of your job. Upon culmination of each rotation, interns should have developed the skills necessary for them to perform your job in a satisfactory manner. It is not expected that interns will be able to perform your job with the same level of skill as you, a seasoned professional.

Professionals in each field might have a wide variety of education, experience, and certification; some are registered dietitians, others are school nutrition specialists, chefs, or administrators. It is experience and mastery of each individual’s field of
expertise that are important as a preceptor, not title or level of education. Sometimes new preceptors are uncertain about just how much they should teach. We encourage you to share any information you believe is important to nutrition, food service, or community health education.
The Role of the Preceptor

Preceptors perform the following 6 essential roles:

- **Planner** – Preceptors serve as planners in a number of capacities. On a day-to-day basis, they are responsible for planning the experiences and learning activities of the intern. In addition, they play an integral role in the planning and modification of the curriculum and supervised practice experience in conjunction with the DI team.

- **Role model** – By exemplifying professional behaviors and the principles outlined in the Code of Ethics, preceptors teach by example.

- **Information provider** – By sharing relevant information in their area of expertise and staying current with recent developments and research, preceptors serve as information providers and assist interns with gathering the necessary information for competency development.

- **Facilitator of learning** – Preceptors function as facilitators of learning by coupling experiences and tools with guided questioning and feedback. In this manner, interns are able to develop critical thinking and problem solving skills.

- **Resource developer** – By guiding interns to the appropriate materials (current research, protocols, practice guidelines, manuals, etc.) and other professionals that will assist interns in their practice and professional development, preceptors serve as resource developers.

- **Assessors of learning** – Preceptors serve as front-line evaluators of interns’ learning and competence as they progress through the supervised practice rotation.
General Benefits of Precepting Dietetic Interns

Serving as a preceptor can provide a number of benefits to both you and your institution. These benefits might include:

- Enhanced productivity and project completion – Often certain projects are placed on hold due to lack of resources and time. Such projects, where appropriate, can be delegated to interns. Through such projects, interns learn and develop competency while making real-life contributions to the supervised practice site.
- Improved employee morale and performance – Team members who are given a role in teaching interns often feel a greater sense of importance and contribution to the team.
- Alternative perspectives through fresh eyes – Interns may bring new perspectives to a facility. Often through an intern’s questions and a preceptor’s expertise, best practices are identified.
- Challenge and variety – Interns can provide variety in the day-to-day routine and challenge the staff and preceptor through their questions and learning process. Learning can be rewarding at all ages and all levels of experience.
- Professional development opportunities – The Dietetics Preceptor Training Course and other activities that support effective precepting can contribute to the preceptor’s portfolio and professional development.

Benefits of Precepting CCC Dietetic Interns

- Access to CCC’s library and online database
- Open invitation to all webinars and additional professional development opportunities share on MyCedarCrest
- Access to networking with other preceptors through MyCedarCrest
- Access to free software upgrades available on MyCedarCrest
Progression of Learning

The supervised practice experience is designed to build intern skills and entry-level competency upon the intern’s existing foundation of didactic knowledge.

Throughout each supervised practice rotation, the goal is to gradually increase the intern’s level of:

- Responsibility
- Proficiency
- Independence
- Competence

While at first the intern may simply observe, the intern should gradually take on increasing portions of the preceptor’s role until the intern is able to assume all entry-level aspects of the preceptor’s job independently. Throughout the rotation, the intern should gradually progress from heavily supervised practice to increasing independence and minimal supervision. Responsibilities and problems should progress from basic to complex, and the work load and speed expectations should increase similarly.
Program Overview

The Cedar Crest College Dietetic Internship (CCC DI) offers 1200 hours of supervised practice and is comprised of 4 rotations for both the on-site and distance options. The rotations include:

- Clinical
- Food Service Management
- Community
- Community Concentration

The core clinical, food service management, and community rotations are designed to provide interns with in-depth experiences in a diverse array of dietetics environments including long-term care facilities, hospitals, dialysis centers, school food service organizations, university food service organizations, and community outreach organizations. The community concentration rotation is designed to provide interns with an in-depth experience and focus within community nutrition and public health. Extended supervised practice in sites such as local health bureaus, health education centers, and nutrition outreach programs will prepare students for entry level practice in the field of community and public health nutrition.

At this time, the CCC dietetic internship is solely a full-time track for both the on-site and distance options and will be offered only once a year. The distribution of the total hours will be as follows:

- **Clinical** 360 hours
- **Food Service Management** 360 hours
- **Community** 360 hours
- **Community Concentration** 120 hours
- **TOTAL** 1200 hours

The planned time for completion of the full-time program is approximately 35.5 weeks or 8.75 months, which includes 8 days of orientation, 30-34 weeks of supervised practice, and 3 weeks of vacation. While 8.75 months is the minimum time for completion of the DI, all interns are expected to complete the DI within 15 months (exceptions may be made by the DI Director based on extenuating circumstances). The DI will roughly align with the academic year, beginning in July and concluding in April.
The following chart provides an overview of the DI in both supervised practice hours and total weeks. A didactic component to the DI will be provided independent of supervised practice hours to prepare interns for the upcoming rotations. A portion of the didactic component will be provided during orientation with the remainder provided in the form of weekly classes to be completed on the interns’ own time in conjunction with three mandatory “live” sessions per 360-hour rotation block. The didactic course instructors have made every effort to schedule live classes outside of supervised practice time. The didactic schedule will be provided to the intern at July orientation and it is the intern’s responsibility to notify the preceptor of conflicts of schedule.

<table>
<thead>
<tr>
<th>Rotation</th>
<th>Supervised Practice Hours</th>
<th># of Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical</td>
<td>360</td>
<td>9-10</td>
</tr>
<tr>
<td>Food Service Management</td>
<td>360</td>
<td>9-10</td>
</tr>
<tr>
<td>Community</td>
<td>360</td>
<td>9-10</td>
</tr>
<tr>
<td>Community Concentration</td>
<td>120</td>
<td>3-4</td>
</tr>
<tr>
<td>Orientation</td>
<td>0</td>
<td>1.5</td>
</tr>
<tr>
<td>Vacation</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>1200</strong></td>
<td>---</td>
</tr>
</tbody>
</table>
Program Mission, Goals, and Outcomes

Program Mission:
The Dietetic Internship at Cedar Crest College, in accordance with the mission of the College, is dedicated to the education of the next generation of leaders. Cedar Crest College prepares students for life in a global community by educating the whole student. The Cedar Crest College Dietetic Internship supports the education, development, and preparation of entry-level registered dietitians through a dedicated and knowledgeable faculty and community preceptors working within program goals and outcomes.

Program Goals:
The Dietetic Internship goals for Cedar Crest College reflect program direction for the faculty, staff, and preceptors. The Dietetic Internship at Cedar Crest College will:

1. Prepare graduates to be fully competent in foundation dietetics knowledge and skills and to be successful as highly-qualified entry-level dietitians

2. Instill a strong community spirit in each intern, making community involvement a personal and professional priority for each graduate

3. Foster a learning environment that encourages leadership and continuing education

These goals reflect the mission of the Dietetic Internship which mirrors the mission of Cedar Crest College to educate the whole student, preparing them for success in professional and personal life. The Cedar Crest College Dietetic Internship graduates should be prepared to provide community service to the citizens of Pennsylvania and the larger global community by providing evidence-based nutrition services. Pennsylvania attracts many different groups who provide unique nutritional challenges. Our distance track interns have the opportunity to seek out unique nutritional challenges in their own communities. Our interns will be ready to meet those professional challenges because of the variety and depth of experiences offered within the internship rotations.
Outcome Measures:

Goal 1
- Over a five-year period, 80% of the Dietetic Internship graduates will successfully complete the registration examination on the first attempt and/or within one year of graduation.
- Over a five-year period, 80% of the graduates who seek employment will be employed in dietetics-related positions within twelve months of completing the program.
- Over a five-year period, 90% of the students admitted to the Dietetic Internship will complete the program within fifteen months of beginning the program.
- Over a five-year period, at least 90% of respondents to the employer survey will answer yes to the following question: Based on this employee’s entry-level competence and current performance, would you hire another graduate from our Dietetic Internship program?
- Over a five-year period, at least 90% of alumni survey respondents will rate themselves as average or above average in their level of preparation to be a competent professional entry-level dietitian.
- Over a five-year period, at least 90% of the program graduates responding to the alumni survey will indicate that they would recommend the CCC DI to others.

Goal 2
- Over a five-year period, at least 90% of exit survey respondents will answer yes to the following: Do you feel that the CCC DI prepared you for professional practice in a variety of community settings and among diverse populations and cultures?
- Over a five-year period, at least 90% of exit survey respondents will respond that they agree or strongly agree with the following: I provided support to at least one fellow intern who reached out to me during the program year.
- Over a five-year period, at least 80% of internship graduates will indicate on an alumni survey that they participate in one or more community service activities.

Goal 3
- Over a five-year period, at least 50% of graduate survey respondents will report participating in at least one leadership activity within 1 year of program completion.
Over a five year period, at least 50% of graduates who respond to an alumni survey will answer yes to the following question: Are you in the process of or have you obtained any additional degrees / certifications since graduation?
Cedar Crest College Dietetic Internship  
2015-2016 Schedule

The planned time for completion for the full-time, on-site dietetic internship (DI) is approximately 35.5 weeks or 8.75 months, which includes 8 days of orientation, 30 weeks of supervised practice, and 3 weeks of vacation. The formal graduation will occur approximately 2-3 weeks after the planned completion of supervised practice hours. This gap between the end of planned supervised practice hours and graduation provides time for interns to complete final projects and assignments, time for the reconciliation of any minor deficiencies associated with assignments, competencies, or portions of the last rotation, and time for preceptors and the DI Director to complete evaluations and verification statements.

Interns will be given a total 3 weeks of designated vacation during the internship. The 3 weeks of vacation are as follows:

- **Labor Day** – Monday, September 7, 2015 (1 day)
- **Thanksgiving Break** - Wednesday, November 25, 2015 to Friday, November 27, 2015 (3 days)
- **Winter Break** - Monday, December 21, 2015 to Friday, January 1, 2016 (2 weeks or 10 days)
- **Personal Day/Flex Day** – this unscheduled personal day is to be reserved for a time of need (illness, bereavement, etc.) The full 8 hours must be used at one time. (1 day)
<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/13/15-07/20/15</td>
<td>Orientation - 8 days (on-site for all interns)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>07/27/15</td>
<td>Rotations in: Clinical or FSM or Community</td>
</tr>
<tr>
<td>2</td>
<td>08/03/15</td>
<td>352 Hours Total</td>
</tr>
<tr>
<td>3</td>
<td>08/10/15</td>
<td>40 hours/week</td>
</tr>
<tr>
<td>4</td>
<td>08/17/15</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>08/24/15</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>08/31/15</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>09/08/15</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>09/14/15</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>09/21/15</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>09/28/15</td>
<td>Block 1 Individualized Professional Skills Development</td>
</tr>
<tr>
<td>1</td>
<td>10/05/15</td>
<td>Rotations in: Clinical or FSM or Community</td>
</tr>
<tr>
<td>2</td>
<td>10/12/15</td>
<td>376 Hours Total</td>
</tr>
<tr>
<td>3</td>
<td>10/19/15</td>
<td>40 hours/week</td>
</tr>
<tr>
<td>4</td>
<td>10/26/15</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>11/02/15</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>11/09/15</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>11/16/15</td>
<td></td>
</tr>
<tr>
<td>**</td>
<td>11/23/15</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>11/30/15</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>12/07/15</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>12/14/15</td>
<td>Block 2 Individualized Professional Skills Development</td>
</tr>
<tr>
<td>12/21/15-12/28/15</td>
<td>Winter Break</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>01/04/16</td>
<td>Rotations in: Clinical or FSM or Community</td>
</tr>
<tr>
<td>2</td>
<td>01/11/16</td>
<td>360 Hours Total</td>
</tr>
<tr>
<td>3</td>
<td>01/18/16</td>
<td>40 hours/week</td>
</tr>
<tr>
<td>4</td>
<td>01/25/16</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>02/01/16</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>02/08/16</td>
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<td>02/15/16</td>
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<td>8</td>
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<td>9</td>
<td>02/29/16</td>
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<td>10</td>
<td>03/07/16</td>
<td>Block 3 Individualized Professional Skills Development</td>
</tr>
<tr>
<td>1</td>
<td>03/14/16</td>
<td>Rotation in: Community Concentration Only</td>
</tr>
<tr>
<td>2</td>
<td>03/21/16</td>
<td>120 Hours Total</td>
</tr>
<tr>
<td>3</td>
<td>03/28/16</td>
<td>40 hours/week</td>
</tr>
<tr>
<td>4</td>
<td>04/04/16</td>
<td>Block 4 Individualized Professional Skills Development</td>
</tr>
<tr>
<td>04/11/16</td>
<td>Finalize all assignments</td>
<td></td>
</tr>
<tr>
<td>04/23/16</td>
<td>Graduation</td>
<td></td>
</tr>
</tbody>
</table>

**Vacation:** (You will not be in supervised practice on the following days)
Labor Day Vacation: Monday, September 7, 2015
Thanksgiving Break: Wednesday, November 25 – Friday, November 27, 2015
Responsibilities of Preceptors, Interns, and the DI Team

Responsibilities of Preceptors

- Conduct a thorough orientation to the supervised practice setting.
- Meet with the intern(s) that you precept on a regular basis (incorporating weekly meetings).
- Identify and facilitate learning activities that support the attainment of competencies/learning outcomes.
- Assist the intern(s) in setting appropriate goals and a schedule for completion of competencies during the rotation.
- Provide assistance and supervision as needed.
- Evaluate each intern’s progress and provide timely formative and summative feedback (no evaluations should be a surprise at the end of a rotation).
- Complete required supervised practice documentation in a timely manner.
- Model evidence-based practice, professional behavior, time management, and ethical practice.
- Communicate each intern’s progress and any issues regarding the intern(s) or the supervised practice experience in general to the internship Director and/or Supervised Practice Coordinator.

Responsibilities of Interns

- Prepare for and participate in all supervised practice activities.
- Assume responsibility for their own learning and be self-directed learners.
- Demonstrate professional attributes including timeliness, organization, respect, a positive attitude, motivation, open-mindedness, flexibility, and patience.
- Communicate regularly with preceptors regarding expectations, progress, questions, and difficulties.
- Be respectful of preceptors’ willingness to precept and the preceptors’ full-time commitment and priority to providing patient/client care.
and/or high-quality food and nutrition services in addition to precepting.

- Be respectful of experience and knowledge gained through professional practice.
- Expect a challenging supervised practice experience while acknowledging that many skills will take years to develop and require experience far beyond the internship.
- Manage their time well, while recognizing the commitment to intensive and long hours in most rotations.
- Manage their health and personal lives in order to be able to give the supervised practice experience their full focus and energy.

Responsibilities of the DI Team

- Communicate any changes in policy and procedures, curriculum, rotation descriptions, or competencies/learning outcomes with preceptors and interns.
- Monitor progress of interns through their journal entries and on-line evaluation forms.
- Address any concerns raised by either preceptors or interns in a timely manner.
- Conduct regular site visits for on-site interns.
- Incorporate preceptor feedback into the continuous quality improvement process.
- Work with preceptors to develop alternatives and solutions to challenges and difficulties as they arise.
- Facilitate didactic coursework and evaluation.

Intellectual Property and Student Work

Any work created by an intern as part of required supervised practice rotation experiences is considered the intellectual property of the intern. However, because this work is being generated explicitly for use by a supervised practice site as part of the student’s educational experience, the site also retains the right to use and/or adapt these materials at their facilities at any time.
**Remediation**

If an intern cannot demonstrate satisfactory performance for any rotation, the intern is required to consult with the Program Director to schedule time in addition to normal supervised practice hours to repeat the task(s) required to demonstrate competence. This time is scheduled in conjunction with the preceptor of that rotation. If the intern is not able to fulfill program competency, the intern will be required to withdraw from the program.

**Grievances**

If an intern is unhappy with any aspect of the program, he or she is encouraged to make an appointment with the Internship Director. Any problem with the supervised practice facility should first be brought to the preceptor’s attention by the intern in a professional and thoughtful manner. If the intern feels that the problem with the facility is not being solved by the preceptor, the problem should be brought to the Director or Distance and Supervised Practice Coordinator.

Likewise, if a preceptor is unhappy with any aspect of the program, he or she is encouraged to make an appointment with the Internship Director. Any problem with the intern’s performance should be brought to the intern’s attention by the preceptor in a professional and thoughtful manner, as well as discussed with the Internship Director or the Distance and Supervised Practice Coordinator.

After all other steps in the appeals process have been exhausted, if the student or preceptor remains dissatisfied with the outcome, s/he may contact the Accreditation Council for Education in Nutrition and Dietetics (ACEND). ACEND will review complaints that relate to a program’s compliance with the accreditation standards. ACEND is concerned about the quality and continued improvement of the dietetics education programs but does not intervene on behalf of individuals or act as a court of appeal.

A copy of the [2012 Standards for Internship Programs in Nutrition and Dietetics](http://www.eatright.org/ACEND/) can be accessed by following this link: http://www.eatright.org/ACEND/
Preceptor Training

In an effort to make the precepting of CCC dietetic interns as efficient and seamless as possible, we are asking every preceptor to complete a preceptor orientation prior to precepting any students. Additionally, we strongly recommend that all preceptors complete the on-line CDR Dietetic Preceptor Training Course. Details regarding each of these training sessions follow:

CCC Preceptor Orientation

Preceptors will be invited to attend a virtual training seminar prior to internship start. Preceptors will be provided online access to all internship rotation-specific forms and information including a tutorial for the MyCedarCrest online platform.

Materials will be available prior to the supervised practice rotation start date and be maintained throughout the year. The DI Team is available via email, phone, or on-site visits where feasible.

CDR Dietetics Preceptor Training Course

The Commission on Dietetics Registration (CDR) offers a free, on-line Dietetics Preceptor Training Course. The course is available to RDs as well to preceptors who are not RDs. For RDs, 8 CPEUs are provided following completion of the course. The course is available on-line and can be accessed at your convenience. The course is self-paced and tracks what sections have been completed. In addition, the course includes a component which allows you to view comments, best practices, and suggestions from other preceptors who have taken the course. The course may be accessed via the following link:

http://www.cdrcampus.com/

After accessing the web site you will be prompted to complete login information. You do not have to be a member of the Academy to access this course. The course title is: Dietetics Preceptor Training Program.

The course takes several hours to complete. We suggest that you work on one module per day over the course of a week. The sample forms in the course do not have to be completed. We will provide you with forms for the CCC internship during our orientation. Many professionals can earn continuing education credit
by completing the quizzes and the entire module. Follow the module instructions for earning credits.

Finally, we are posting multiple narrated podcasts on the *MyCedarCrest* online platform that describe specific details regarding program policies, procedures, expectations, or assignment directions. We encourage you to review the topics provided and access these as they become relevant to you.

**We believe all these forms of training are extremely valuable and will streamline the internship process while addressing many questions and concerns regarding precepting interns and specific processes associated with the CCC DI.**
Preceptor’s Checklist for Intern Orientation to Facility

The following are some important topics to include in the orientation process for interns at your site:

- How students will obtain an appropriate ID (if needed)
- What, if any, office, locker, or other space the student may use
- Parking restrictions
- How the student will access phones, pages, computers/library, etc.
- Required facility orientation (dress code, HIPAA, etc.)
- Meals policy
- Mission & goals of the facility
- Facility policies & code of conduct
- Other staff / introductions
- Food Service Professional, Administrator, or Dietitian job description at site
- Typical routine and schedule (i.e. work hours, breaks, special events, rounds)
- Resources (i.e. manuals, education materials, etc.)
- Tools – items the intern should bring to rotations (i.e. calculator, lab coat, binder containing essential documents)
- Intern’s learning style, comfort, and experience with facility
- Preceptor’s work / communication style
- Planning and goal setting (including when this will occur)
- Required documentation the preceptor must submit regarding a student’s progress and evaluations (and schedule)

* Checklist available on MyCedarCrest
Competencies and Intern Evaluation

The entire process of intern rotations, competencies/learning objectives, and evaluation will be covered in great depth during the preceptor orientation prior to the start of intern rotations. During the orientation, preceptors will have the opportunity to view the on-line format of the DI forms and documents. The following is simply a brief overview of the process:

1. Both preceptors and interns will be provided with Rotation Descriptions, Rotation Assignment Checklists, and Evaluation Forms for each rotation prior to the start of each rotation. Preceptors and interns should familiarize themselves with all of these documents prior to the start of each rotation.

2. The Rotation Description details the following:
   
   **Learning Experiences** –
   Planned experiences or activities that should satisfy the desired competency or learning outcome

   **Competency** –
   ACEND’s Foundation Knowledge & Competencies that are associated with the selected planned experience

   The Rotation Description contains a list of all of the planned experiences that should be needed for the entire rotation in order to satisfy the competencies that are associated with that rotation. Preceptors and interns should use the Rotation Description to plan supervised practice for that rotation.

3. The Rotation Assignment Checklist provides a detailed description of each assignment that interns are required to complete as a learning experience and/or means of assessing competencies/learning outcomes, and the assessment method to be utilized. An example of a single assignment is described below:
Policy/Procedure Assignment

- This assignment is graded by your preceptor.
- With input from your FSM preceptor, identify a policy and procedure (1 each) that need to be written for the FSM site. The policy and procedure can be new or can be revisions*. Write the policy and procedure in the format used by your FSM site.
  - *If you are revising a policy and/or procedure, please also submit the original policy and/or procedure that you are modifying.
- Professional writing skills, including proper grammar and the use of reputable sources (when appropriate) with proper citation in APA Style, detailed in the *Publication Manual of the American Psychological Association*, are required.
- Your preceptor or other qualified professional at the site should complete the *Policy and Procedure Evaluation* for this assignment.
- Submit the following documents as one PDF in the Dropbox on the course page for DI Team review by Sunday of Week 9:
  1. Revised Policy and Procedure
  2. Original Policy and Procedure (if applicable)
  3. Preceptor’s Policy and Procedure Evaluation (with your comments)

Please view a quick video on this assignment at the following link:

http://screencast.com/t/oKCJewVn18

4. When preceptors are responsible for evaluating a competency, they will have access to the specific Evaluation Form for the assignment. Preceptors will use the rubric to evaluate the intern’s work and rate their competency. Preceptor-graded competencies in each rotation will be available on-line at MyCedarCrest via https://my.cedarcrest.edu/ics/. The following is an example:
### Competency/Learning Outcome

| CRD 2.8: Apply leadership skills to achieve desired outcomes |
|-------------------|-----------------|----------------|
| Rotation-long performance (in activities such as staff management, conflict resolution) |

### Grade

Select grade based on Performance Rubric:
- 2 - Meets Expectations
- 1 – Does Not Meet Expectations
- N/A

Accolades (please expand based on your observations):

Evaluation forms should be completed as competencies are completed, not only at the end of the rotation.

### Planning and Feedback

We are asking preceptors and interns to set aside a specific time each week for a preceptor/intern conference (in addition to less formal interactions that may occur during the week) to do the following:

- Set goals / plan for the following week
- Allow for intern questions and discussion (including discussion questions assigned in the Preceptor Discussion Log)
- Summarize the learning and experiences that occurred during the week
- Discuss and complete evaluation regarding competencies that were completed during the week
- Identify areas that require additional development

When feasible, Fridays may be an excellent time for this meeting. This will allow the intern to prepare for the following week over the weekend.
ATTENDANCE

Supervised Practice

Interns must be present for each day at each rotation, onsite at the supervised practice site (or at another professional setting, as determined by the preceptor, at which the intern will be working under the direct supervision of the preceptor or another qualified professional from the supervised practice site). If it is necessary for the intern to be absent for any reason (including illness) from his/her supervised practice setting, the preceptor and the Supervised Practice Coordinator MUST be notified within no more than 2 hours of the scheduled arrival time. Personal business, including doctors’ appointments, should be conducted on off-duty time rather than during hours when interns are expected to be in supervised practice. If this is not possible, an intern must request permission from his/her preceptor to reschedule rotation time so no rotation time is lost. Interns should not schedule appointments during expected supervised practice hours before receiving approval from his/her preceptor and the Supervised Practice Coordinator.

All supervised practice hours will be documented by the intern on a weekly timesheet. It is expected that the intern will document completion of supervised practice hours similarly to the process completed by an “hourly employee” by documenting “clock in” and “clock out” hours down to the minute and include time “clocked out” for lunch breaks. The week’s cumulative hours and minutes will be totaled by the intern, signed by the intern as accurate, and verified and signed by the preceptor*. The signed timesheet will be submitted to the DI Team by Sunday, 11:59 PM EST each week. All time sheets must be both signed and submitted after supervised practice hours have been completed for the week.

Having the preceptor sign off on hours not yet completed and submitting the timesheet early is an unethical practice by both the intern and the preceptor and is false documentation. Documenting supervised practice hours when the intern was not “on the clock” (including break time or instances in which the intern may leave the site early) on the timesheet is false documentation. Documenting hours worked when the intern is not under direct supervision and present at the rotation site or other approved professional setting on the timesheet is also false documentation (with the exception of the allowed 8 hours of Work from Home time per rotation,
when appropriately documented, as described below). Any of these practices (or other types of false documentation) are examples of a breach of the ADA Code of Ethics and can result in intern dismissal from the internship (see HONOR CODE, below).

*If the primary preceptor is unable to verify/sign the Weekly Timesheet on the last day of supervised practice for the week, the preceptor should verify and sign for the hours for which he or she was in attendance and designate an approved manager/supervisor/or secondary preceptor to verify any remaining hours in his/her absence. The intern should inform the Supervised Practice Coordinator of this designated professional prior to the preceptor’s absence (unless extenuating circumstances make this impossible).

The Onsite Intern Supervised Practice Rotation Schedule must be completed as pre-determined by the Program Director and Supervised Practice Coordinator. The Distance Intern Supervised Practice Rotation Schedule was predetermined by both the intern and preceptors prior to acceptance into the program and must be completed according to the submitted schedule. If an extenuating circumstance arises that necessitates altering a rotation and/or facility, a request must be written to the Supervised Practice Coordinator immediately, and at least one month prior to the scheduled rotation start.

**Supervised Practice Work Schedule**

A minimum of 1,200 hours of supervised practice are required for Dietetic Internship programs approved by ACEND. Supervised Practice, as defined by ACEND, should be completed onsite at the supervised practice facility (or other approved, appropriate professional setting) under the direct supervision of a Registered Dietitian or other appropriate professional. The Cedar Crest College Dietetic Internship supervised practice work week is 40 hours per week with a schedule pre-determined by the preceptor. The hours the intern works may vary from facility to facility and from rotation to rotation. Didactic class time and/or completion of didactic assignments are not counted as working time. Interns must be flexible with regard to the work week. A typical work week is Monday through Friday; however, weekends and/or evening hours may be required during some
rotations. The intern will be expected to establish the work schedule at a particular rotation with the preceptor. Rearrangement of the work schedule without prior approval of the Preceptor and the Program Director will be considered an absence.

The intern is expected to work a minimum of 1,200 hours of supervised practice. Refer to the program calendar to determine how many hours should be accomplished in each block rotation. Ideally, the intern and preceptor will determine a schedule that allows the intern to consistently complete 40 hours per week. If site schedules do not allow for this and/or extenuating circumstances arise that take away from supervised practice time, it is the intern’s responsibility to determine a way to complete all supervised practice hours required for each block while following program policies. Typical strategies include “making up” lost hours during the Individualized Professional Skills Development Week at the end of the rotation and/or working more than 40 onsite supervised practice hours during a given week. If the minimum hours are not accomplished during the specific block rotation (including extra hours worked in the evening and/or weekends), interns may be required to go back to a particular rotation at the end of the internship year, thus delaying completion of the program.

Policy on Working from Home

As noted above, based on the requirements of ACEND, the program defines supervised practice as hours completed onsite at the supervised practice facility (or other approved, appropriate professional setting) under the direct supervision of a Registered Dietitian or other appropriate professional. In exceptional circumstances, interns can request approval from the Supervised Practice Coordinator to work no more than one 8-hour day per rotation from home (typically to avoid missing a day onsite due to site closure). The intern must collaborate with the preceptor to predetermine a plan for completion of specific activities that align with rotation requirements during the day. The intern must then send an email to the Supervised Practice Coordinator, copying the preceptor, outlining the plan for what will be accomplished during that day. The intern must document on the timesheet that s/he worked from home that day (under the
“Activities / Notes” column) and will document up to 8 hours under hours worked for that specific day.

Scheduled Vacation Time and Flex Day

The program calendar includes 14 scheduled vacation days, including Labor Day (1 day), the Wednesday through Friday of Thanksgiving week (3 days), and 2 full weeks for Winter Break at the end of the Calendar Year (10 days). The calendar also accommodates the opportunity for each intern to take 1 “flex day,” which is essentially a personal vacation day. Use of the flex day must be pre-approved by the Supervised Practice Coordinator. Interns are encouraged not to use the flex day until it is needed due to illness, bereavement, to attend to personal matters, etc.

Interns should document zero hours worked for all vacation days (scheduled days as well as the flex day) on the timesheet. Interns must additionally document use of the flex day on the timesheet (under the “Activities / Notes” column).
Sexual Assault / Harassment Policy and Procedures Overview

Cedar Crest College is committed to ensuring that all members of the College Community have a learning and working environment that is free from sexual misconduct and sexual harassment. Sexual misconduct and sexual harassment are unlawful and are considered sexual discrimination under the Equal Opportunity in Education Act, commonly referred to as Title IX. Sexual misconduct and sexual harassment will not be tolerated. Cedar Crest College expects all members of the College Community to share in the responsibility for ensuring that the Cedar Crest College environment is free from any form of abuse, violence or verbal or physical intimidation.

Cedar Crest College promotes and encourages prompt reporting and timely adjudication of all sexual misconduct and sexual harassment. Retaliation in any form (e.g., intimidation, threats or harassment) against anyone who exercises his or her rights to make a complaint of sexual misconduct or sexual harassment, or any third party cooperating with the investigation of such an act is strictly prohibited by law and Cedar Crest College policy and may result in disciplinary action. Cedar Crest College is committed to the health, safety, and well-being of all members of the College Community. Assistance is available twenty-four hours a day, 365 days of the year.

It is the policy of Cedar Crest College that any act(s) of sexual misconduct or sexual harassment violate(s) the standards of conduct required of members of the College Community. As such, sexual misconduct and sexual harassment are prohibited without exception.

If you are a victim of sexual misconduct
If the sexual misconduct occurred on campus, Cedar Crest College encourages you to contact the Campus Police Office at 610-437-4471 or “0” from a Campus Phone. If the sexual misconduct occurred off campus, you are encouraged to contact the local police department by dialing “911”. Cedar Crest College will assist you in notifying these authorities if you request assistance.

If you have any questions regarding this Policy or Title IX generally, you may contact Cedar Crest College’s Title IX Coordinator, Lisa Garbacik, by phone at 610-606-4666 ext. 3584, in person at Blaney 104 or by e-mail at lbgarbac@cedarcrest.edu. To review the College’s full policy on Sexual Assault / Harassment, please see the College’s Student Handbook, available on the www.cedarcrest.edu website.
Tips for Efficiency
The following are some tips which may assist in creating a more positive experience for both preceptors and interns:

☐ Thoroughly orient the student (you may want to develop a notebook with written material the student can read and a checklist for each item)
☐ Discuss your work / communication style and the intern’s learning / communication style to determine how the intern can best meet your expectations
☐ Agree together on daily tasks and expectations for supervised practice experiences
☐ Use planning tools such as prioritized To Do lists
☐ Set limits on the time allotted to tasks
☐ Encourage just-in-time learning
☐ Debrief at the end of an assigned task (competency) and follow up by planning for the next session
☐ Accomplish multiple purposes with single real-world activities
☐ Take advantage of technology
☐ Find opportunities for double-dipping = maximize benefit to the student and the facility (i.e. assigning the menu analysis project that you did not have time to finish to the intern as a way for the intern to meet a competency)
☐ Conduct weekly conferences
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References


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