Dietetic Internship
Preceptor Handbook
2013-2014
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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 (A.N.D), 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) of the A.N.D. 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 the DI is in only its fourth year, 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 of the A.N.D.
- 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
- 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, 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:

<table>
<thead>
<tr>
<th>Clinical</th>
<th>360 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Service Management</td>
<td>360 hours</td>
</tr>
<tr>
<td>Community</td>
<td>360 hours</td>
</tr>
<tr>
<td>Community Concentration</td>
<td>120 hours</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1200 hours</strong></td>
</tr>
</tbody>
</table>

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 weeks of supervised practice, and 4 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 August and concluding in May.
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 9 week 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 August 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</td>
</tr>
<tr>
<td>Food Service Management</td>
<td>360</td>
<td>9</td>
</tr>
<tr>
<td>Community</td>
<td>360</td>
<td>9</td>
</tr>
<tr>
<td>Community Concentration</td>
<td>120</td>
<td>3</td>
</tr>
<tr>
<td>Orientation</td>
<td>0</td>
<td>1.5</td>
</tr>
<tr>
<td>Vacation</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1200</strong></td>
<td><strong>35.5</strong></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. Cedar Crest College supports the education and development of dietetic practitioners 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 interns to be fully competent in foundation dietetics knowledge and skills while fostering empowerment to encourage graduates success in their educational and professional life.

2) Recruit a diverse body of motivated and qualified interns dedicated to completion of the internship process.

3) Prepare students to think critically in the theoretical, practical and evidence based areas of nutrition and community programming.

4) Instill a strong community spirit in each faculty member, preceptor, intern and graduate making community service a meaningful component of their professional experience.

5) Foster a learning environment that encourages continuing education within the profession’s guidelines and looks forward toward advanced degrees.

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.

Program Outcomes:

Goal 1

a. Over a five-year period, 80% of the Dietetic Internship graduates will successfully complete the registration examination on the first attempt.
b. 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.
c. Program graduates, during their first year of employment, will be ranked above average by at least 80% of their employers as they compare in terms of professional knowledge and skill to other entry-level dietitians.
d. Over a five-year period, 90% of employed graduates who respond to the alumni survey will rate themselves prepared for their first job by completing the Cedar Crest College Dietetic Internship.

Goal 2

a. Ninety percent of the students admitted to the Dietetic Internship will complete the program within fifteen months of beginning the program.
b. To foster both ethnic and geographic diversity within the internship, the Cedar Crest College Dietetic Internship will recruit and fill at least 60% of its internship positions with qualified students who completed their didactic education and received a verification statement at colleges and universities other than CCC in geographic locations throughout the United States and Puerto Rico.
c. 100% of faculty and preceptors will participate in an orientation workshop addressing diversity, program expectations, team building and individual skill development and utilization of college-based academic services for assistance with academic aspects of the internship, including math, writing and research assistance, as needed.

Goal 3

a. 100% of the Dietetic Internship class will join the Academy of Nutrition and Dietetics (A.N.D.) and will be provided orientation to and provided curriculum-driven assignments, requiring the use of: the A.N.D. Evidence Analysis Library, A.N.D. Position Papers and the A.N.D. Journal.
b. 100% of interns will participate in community programs that recognize public nutrition policy and use validated principles of community and nutrition assessment for group and individual members.

Goal 4

a. 100% of interns will participate in one or more service activities through one or more of the following: not for profit organizations within the community at large, the Academy of Nutrition and Dietetics, a local Dietetic Association, a college Student Dietetic Association or through Cedar Crest College and its commitment to community service organizations.

b. Over a five year period, 80% of internship graduates will indicate on an alumni survey that they participate in one or more community service activities.

Goal 5

a. During the first year after passing the Registration Exam, 100% of all successful examinees will be able to identify their continuing education needs and reflect those in their five-year ACEND portfolio.
Program Calendar

Cedar Crest College Dietetic Internship
2013-2014 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 4 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 4 weeks of designated vacation during the internship. The 4 weeks of vacation are as follows:

- **Labor Day** – Monday, September 2, 2013 (1 day)
- **Thanksgiving Break** - Wednesday, November 27, 2013 to Friday, November 29, 2013 (3 days)
- **Winter Break** - Monday, December 23, 2013 to Friday, January 3, 2014 (2 weeks or 10 days)
- **Spring Break** - Monday, March 3, 2014 to Friday, March 7, 2014 (1 week or 5 days)
- **Personal 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)
## CCC Dietetic Internship Program Calendar 2013-2014

<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date</th>
<th>Orientation- 8 days</th>
<th>Block 1</th>
<th>2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08/12/13 - 08/19/13</td>
<td>(on-site for all interns)</td>
<td>08/26/13</td>
<td>Rotations in: Clinical or FSM or Community</td>
</tr>
<tr>
<td>2*</td>
<td>09/03/13</td>
<td>352 Hours Total</td>
<td>09/09/13</td>
<td>09/09/13</td>
</tr>
<tr>
<td>3</td>
<td>09/16/13</td>
<td>40 hours/week</td>
<td>09/23/13</td>
<td>09/30/13</td>
</tr>
<tr>
<td>4</td>
<td>10/07/13</td>
<td></td>
<td>10/14/13</td>
<td>10/21/13</td>
</tr>
<tr>
<td>5</td>
<td>09/23/13</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>09/30/13</td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>10/07/13</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>10/14/13</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>10/21/13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block 2</th>
<th>10/28/13</th>
<th>Rotations in: Clinical or FSM or Community</th>
<th>11/04/13</th>
<th>11/11/13</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>11/04/13</td>
<td>376 Hours Total</td>
<td>11/18/13</td>
<td>11/25/13</td>
</tr>
<tr>
<td>3</td>
<td>11/11/13</td>
<td>40 hours/week</td>
<td>12/02/13</td>
<td>12/16/13</td>
</tr>
<tr>
<td>4</td>
<td>11/18/13</td>
<td></td>
<td>12/23/13</td>
<td>Winter Break</td>
</tr>
<tr>
<td>5</td>
<td>12/02/13</td>
<td></td>
<td>12/30/13</td>
<td>Winter Break</td>
</tr>
<tr>
<td>6</td>
<td>12/09/13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>12/16/13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>01/06/14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>01/13/14</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Block 3</th>
<th>01/20/14</th>
<th>Rotations in: Clinical or FSM or Community</th>
<th>01/27/14</th>
<th>02/03/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>01/20/14</td>
<td>360 Hours Total</td>
<td>02/10/14</td>
<td>02/17/14</td>
</tr>
<tr>
<td>3</td>
<td>01/27/14</td>
<td>40 hours/week</td>
<td>02/24/14</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>02/03/14</td>
<td></td>
<td>03/03/14</td>
<td>Spring Break</td>
</tr>
<tr>
<td>5</td>
<td>02/10/14</td>
<td></td>
<td>03/10/14</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>02/17/14</td>
<td></td>
<td>03/17/14</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>02/24/14</td>
<td></td>
<td>03/24/14</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>03/03/14</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>03/10/14</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Block 4</th>
<th>03/31/14</th>
<th>Rotation in: Community Concentration Only</th>
<th>04/07/14</th>
<th>04/14/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>03/31/14</td>
<td>120 Hours Total</td>
<td>04/07/14</td>
<td>04/21/14</td>
</tr>
<tr>
<td>2</td>
<td>04/07/14</td>
<td>40 hours/week</td>
<td>04/14/14</td>
<td>Complete all assignments</td>
</tr>
<tr>
<td>3</td>
<td>04/14/14</td>
<td></td>
<td>04/21/14</td>
<td>Graduation</td>
</tr>
<tr>
<td>4</td>
<td>04/21/14</td>
<td></td>
<td>05/03/14</td>
<td></td>
</tr>
</tbody>
</table>

**Vacation:** *(You will not be in supervised practice on the following days)*
- Labor Day Vacation: Monday, September 2, 2013
- Thanksgiving Break: Wednesday, November 27 – Friday, November 29, 2013
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.

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 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 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 or on-site 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 a minimum of one week prior to the internship start date and be maintained throughout the year. 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 A.N.D. 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.

We believe both 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
☐ 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
☐ 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:
### Patient Education

- Conduct diet education (to individuals or groups, as appropriate) on each of the following topics:
  - High-energy diet/Reduced-energy diet/Weight management (any 1)
  - Consistent carbohydrate diet/Carbohydrate counting (1)
  - Cardiac/Sodium-restricted/Fluid-restricted/Therapeutic Lifestyle Changes (any 1)
  - Therapeutic diet for GI/Hepatic/Pancreatic/Biliary disease (any 1)
  - Renal diet/Potassium restriction/Phosphorus restriction/Protein restriction (any 1)

- Your preceptor or other qualified professional must evaluate your education using the *Nutrition Counseling and Education Evaluation*.

- Submit the evaluation for each of the 5 education sessions in the appropriate Dropbox in the course page.

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/](https://my.cedarcrest.edu/ics/). The following is an example:

<table>
<thead>
<tr>
<th>Competency/Learning Outcome</th>
<th>As Evidenced By</th>
<th>Grade</th>
</tr>
</thead>
</table>
| CRD 2.8: Apply leadership skills to achieve desired outcomes | Rotation-long performance (in activities such as staff management, conflict resolution) | 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 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.
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)
- 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


Marywood University. Preceptor’s guide for teaching dietetic internship students. http://cwis.marywood.edu/departments/nutr_diet/onlineDI/on_line_di_index.htm Accessed May 19, 2010