

MONTANA DIETETIC INTERNSHIP (MDI) PRECEPTOR HANDBOOK

2015

MONTANA DIETETIC INTERNSHIP



Enriching Human Well-Being

MSU HEALTH & HUMAN DEVELOPMENT

PURPOSE OF THE HANDBOOK

THANK YOU PRECEPTORS

Preceptors prepare Montana Dietetic interns for dietetic practice. In addition to your daily professional responsibilities, you have taken on the role of developing entry-level nutrition practitioners. You are the lifelong learners who build confidence in rising dietetic professionals. The preceptor's role is to communicate expectations clearly and early, develop resources for practice, plan, document intern progress, role model, coach, evaluate, and provide information to the Montana dietetic interns. MDI is reliant on your expertise, time, energy, and efforts, and we are grateful for your willingness to give back to your state and profession.

PRECEPTOR GUIDE AND RESOURCE

The MDI Preceptor Handbook provides resources to guide you through the documentation, activities, and logistics of being a preceptor and professional mentoring.

HANDBOOK ORGANIZATION

First, the handbook addresses the MDI values and philosophy, the role of the preceptor, the role of the intern, and program details. Next, the sections of the handbook are divided by area of practice: clinical, food service management, and community nutrition. Each section contains **documents** to organize the interns' rotations, suggested **activities** to help structure rotations, plus the MDI **Assignments** that interns are responsible for completing for each area of practice.

Additionally, the handbook provides resources regarding the following: Grievances, Tips for Efficacy, and MDI Staff and contact information.

The appendix contains a link to the MDI website to access all of the MDI Assignments, the topics covered in the MDI professional development webinar series, and the topics covered in intern professional development during orientation.

PHILOSOPHY

The Montana Dietetic Internship (MDI) is housed in the Health and Human Development Department of the College of Education, Health & Human Development at Montana State University-Bozeman. MDI strives to meet the goals of the land-grant university by providing education that serves the Montana people. Many of our interns are employed in the state after completion of MDI where they continue to serve the population and advance the profession.

Somewhat unique to MDI, interns experience rural Montana healthcare and are prepared for positions in both urban and smaller medical facilities, community nutrition programs particular to our state, and food service operations of various sizes. They understand the role of critical access hospitals in a community as well as the importance of comprehensive care facilities in our state. The necessary travel that Montana's vast land and small population requires provides a rich landscape in which to appreciate health and well-being in large and smaller communities.

MDI also recognizes the relationship between health and agriculture, and many interns choose MDI for its emphasis in Sustainable Food System (SFS). During the two-week SFS rotation interns develop quantity recipes, participate in small-scale organic agriculture at Towne's Harvest Garden, a five acre university garden on MSU-Bozeman campus, market local food directly to consumers, and explore the role of the dietitian in supporting healthy land and food access as it relates to the health of individuals and communities.

As noted above, there is a specific two week rotation with the MSU Towne's Harvest Garden as a center piece of the concentration exposure. Other rotations have sustainable food system components as well. There are opportunities within the internship months to examine aspects of sustainable food system principles being applied in a various settings in Montana, i.e., a rural hospital, university foodservice, K-12 foodservice, along with traditional dietetic supervised practice experiences.

ROLE OF THE PRECEPTOR

The MDI preceptor shares her skills, knowledge, and expertise through supervised practice experiences that prepares the MDI intern to be a highly capable entry-level registered dietitian nutritionist who will serve the needs and enrich the well-being of diverse populations in Montana and the Rocky Mountain region.

The MDI preceptor provides thoughtful and constructive feedback to support intern self-sufficiency and takes a personal interest in the mentoring-learning relationship. The MDI preceptor serves as a valued professional role model and openly shares his professional knowledge all the while listening and learning from the MDI intern as well.

The MDI intern is expected to complete 35-40 hours of supervised practice experiences per week at each rotation site, but the full time is not required to be in the nature of face-to-face interactions. Examples of experiences include, but are not limited to: special projects, supervised patient care, program resource development and implementation, as well as management activities.

PRECEPTOR TRAINING

To assist your preparation for the preceptor role every MDI Preceptor is strongly encouraged to complete the ACEND Dietetics Preceptor Training Course.

<http://cdrnet.educationdirector.com/>

The MDI team also provides a Preceptor Training Workshop annually as a pre-conference workshop at the Montana Dietetic Association Food and Nutrition Conference and Expo.

The trainings work in conjunction with one another, and each preceptor is encouraged to complete them for continuity of the program.

PLANNING & FEEDBACK

Interns will contact preceptors 1-2 weeks in advance of their arrival at the site to introduce themselves and describe their supervised practice experiences thus far. Preceptors are asked to plan an initial preceptor-intern meeting on the first day of the rotation to discuss the general schedule; the “**MDI Rotation Evaluation Form**” is used as a framework for this visit and identifies the rotation objectives and practicing competencies to be addressed during the experience along with establishing communication expectations.

In the beginning of the rotation it is helpful to arrange for a facility specific orientation to help the intern navigate the supervised practice site and meet individuals they will encounter or work with during their rotation time.

Checklist for Intern Orientation to the facility *Adapted from Cedar Crest College Dietetic Internship Preceptor Handbook 2012-2013*

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

- ◆ Obtain appropriate ID for intern, if needed
- ◆ Locate office, locker, or other space intern may use
- ◆ Review parking restrictions
- ◆ Provide access to phone, pages, computer, library including any passwords or logins
- ◆ Facilitate required facility orientation (HIPAA, dress code, etc)
- ◆ Review food and drink policies
- ◆ Review mission and goals of the facility
- ◆ Review facility policies and code of conduct

- ◆ Introduce to staff
- ◆ Share dietitian job description at the site
- ◆ Share typical routine i.e. work hours, breaks, special events, rounds
- ◆ Provide resources i.e. manuals, education materials
- ◆ List tools/items that the intern should bring to rotations i.e. calculator, laptop, binder with essential documents
- ◆ Discover the intern's learning style, comfort and experience with the facility
- ◆ Plan and set goals with the "MDI Rotation Evaluation Form" for the site's area of practice

To build the confidence of the intern, preceptors may provide at any point in the supervised practice timely informal or formal feedback related to the intern's progress through dietetic competencies and performance in the professional environment. At the end of the rotation, the preceptor will complete the "MDI Rotation Evaluation Form" to evaluate the intern's performance of the competencies. The form can be completed electronically and submitted by email to coleenk@montana.edu.

PROGRESSION OF LEARNING

Adapted from the Cedar Crest College Dietetic Internship Preceptor Handbook 2012-2013

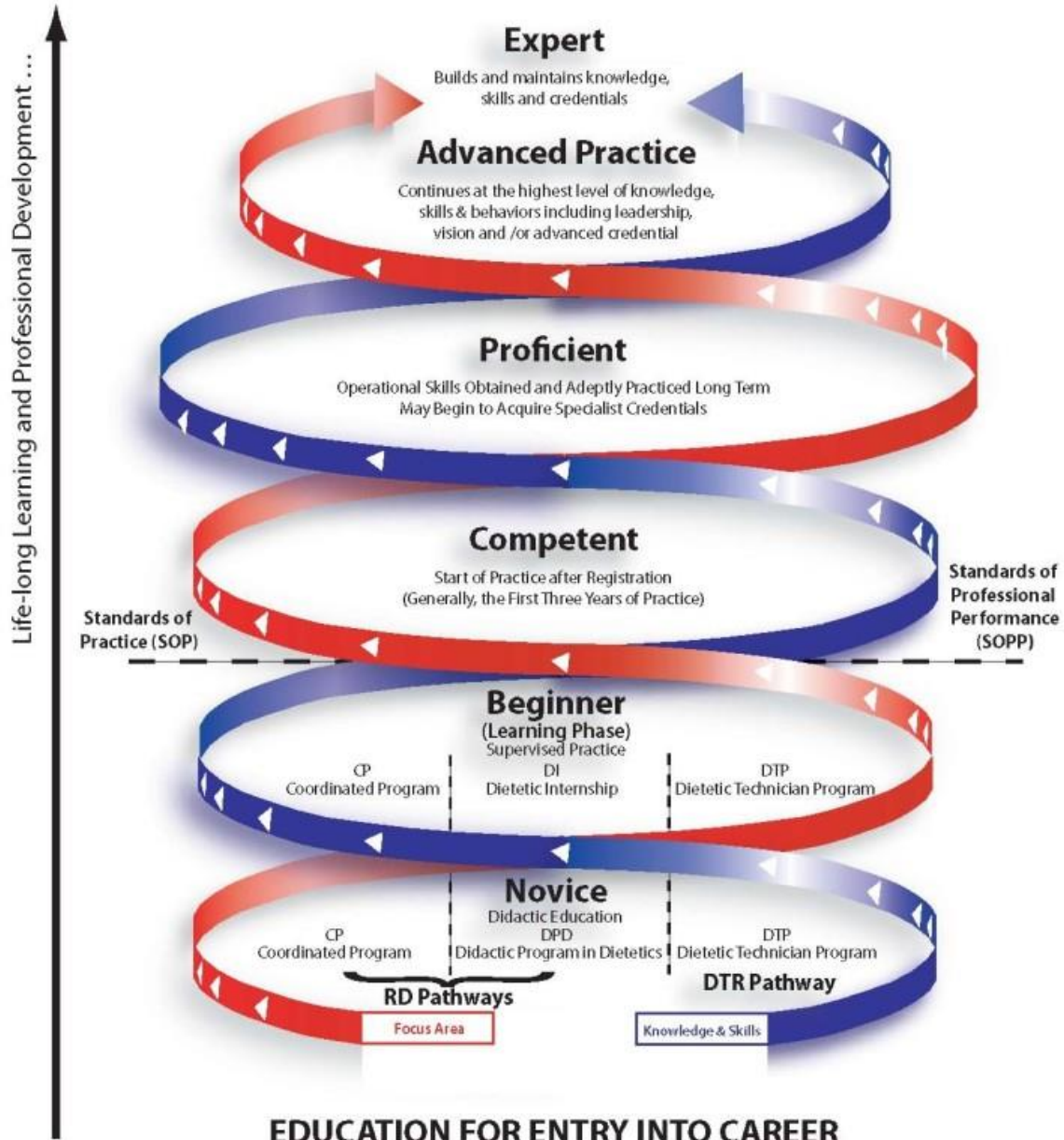
ACEND competencies aim to prepare interns to be entry-level professionals. Interns complete over 900 hours of supervised practice through an accredited internship, earn a supervised practice Verification Statement of completion. With those two accomplishments, interns are eligible to sit for the Commission on Dietetic Registration (CDR) examination.

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.

Dietetics Career Development Guide



EDUCATION FOR ENTRY INTO CAREER

Associate, Baccalaureate or Advanced Degree

Definition of Dietetics: Dietetics is the integration, application and communication of principles derived from food, nutrition, social, business and basic sciences, to achieve and maintain optimal nutrition status of individuals through the development, provision and management of effective food and nutrition services in a variety of settings.

Approved 9/29/10; 10/11/10

ROLE OF THE INTERN

The MDI intern responsibilities include:

- Being on time, prepared and participating fully in all supervised practice experiences, webinars, and events.
- Communicating regularly and appropriately with preceptors so that expectations, arrangements, and duties are clear and agreed upon.
- Planning carefully and thoroughly as preceptors ask; being organized and willing to assume responsibility for their own learning as appropriate, following through with all supervised practice plans as agreed upon, and being prepared for the unexpected.
- Learning when to ask for guidance and when to be appropriately self-direct.
- Looking for connections between theory and practice, where new information is fused with previous knowledge and understanding, and how to connect the training environment to future practice roles.
- Maintaining an appropriate perspective and staying focused on the learning tasks at hand.
- Taking good care of oneself by eating well, getting enough rest, exercising regularly, and managing stress.
- The MDI Intern is to be organized, respectful, and appreciative.

THE MONTANA DIETETIC INTERNSHIP PROGRAM SPECIFICS

SCHEDULE

Interns begin MDI in Bozeman for three weeks of orientation and professional development. Activities during those three weeks include: guest speakers sharing about focus areas, review of practice areas, field trips, presentations, and interns begin work on their portfolio. Next, interns spend two weeks at the Towne's Harvest Garden and MSU-Bozeman food lab in the Sustainable Food Systems (SFS) rotation.

Interns complete their ten months of supervised practice in assigned rotations in community (8-9 weeks), clinical (14 weeks) and food service management (8-9 weeks) as well as 6 weeks of self-selected rotations in April and May. The interns spend their final week reviewing for the registration exam, evaluating the MDI program, and convening at the MT AND Annual Conference. The final week concludes with a graduation luncheon celebrating the completion of the program. Throughout their rotations interns prepare and participate in a Didactic Webinar Series (See Appendix for full schedule) to continue building their professional presentation skills and knowledge in the areas of practice.

GRIEVANCES

Process for intern filing a grievance against a preceptor evaluation: [MDI Policies and Procedures](#) Grievance about program p.14-15

Process for preceptor filing a grievance against an intern: Filing and Handling Complaints from interns and preceptors p.27

Most common questions about policies related to intern responsibilities: [MDI Policies and Procedures](#)

- Access to personal files p.7
- Access to support services p.13
- Intern accountability p.16-17
- Injury or illness during Supervised Practice rotations p.23
- Educational purpose of Supervised Practice to prevent use of students to replace employees p.26
- Performance and progress reports p.36
- Program Retention and Remediation Procedures p.37
- Disciplinary and Termination Procedures p.38
- Termination or Resignation p.40
- Preceptor Compensation p.46

TIPS FOR EFFICACY

Adapted from the Cedar Crest College Dietetic Internship Preceptor Handbook 2012-2013

- Thoroughly orient the intern
 - You may want to develop written materials and a checklist for the intern
- 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 and follow up by planning for the next session
- Apply the same experience to multiple competencies
- Take advantage of technology
- Find opportunities to maximize the benefit of the intern's work
 - i.e. assign 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

INTRODUCTION TO CLINICAL ROTATIONS

Supervised practice in clinical dietetics aims to expose interns to inpatient and outpatient clinical dietetics. The goal of clinical rotations is for each intern to have the opportunity to observe her/his preceptor interacting with patients, patients' loved ones, physicians and other members of the clinical team, hospital administration, and fellow dietitians. As reflected in the ACEND competencies, interns' experiences should include introductions to the Nutrition Care Process, coding & billing, motivational interviewing, evidence-based guidelines for clinical care, and, overall to grow in leadership and self-assessment of their performance. Per the emphasis, MDI values infusion of sustainable food system practices into any rotation including making connections between health outcomes and food production and processing practices and consumption patterns. Interns are also given the opportunity to critically think about disease states and clinical practice during the didactic webinar series. Intern-led webinars throughout the year include the following topics: geriatrics, pediatric and child nutrition, pharmacology, complementary and alternative medicine, diabetes mellitus, renal, eating disorders, cardiovascular disease, nutrition support, oncology, and critical care.

EXPECTATIONS

As interns complete clinical rotations, she/he should increase in responsibility, proficiency, independence, and competence in clinical practice. To help interns grow in confidence, rotations should begin with an orientation to the hospital or clinic. Interns complete a HIPAA assignment during MDI orientation and may refer to that assignment if they need to review. Preceptors should review eNCPT ([electronic Nutrition Care Process Terminology](#)) language and the electronic health record (EHR) with the intern as part of orientation. At the beginning of the rotation the preceptor and intern also discuss the projects and experiences that the intern will participate in to complete ACEND competencies.

As the intern moves towards competence, she/he will complete a Staff Relief assignment. It is imperative to note that nutrition licensure laws in Montana require that preceptors review and co-sign all intern notations in health records, even during staff-relief rotations. Please refer to the following link for the licensed nutritionist statute: [Title 37 Chapter 25 Nutritionists](#).

INPATIENT CLINICAL ROTATION

DOCUMENTATION

Below, you will find the documents that help guide the intern's rotation. The intern is responsible for managing all of her paperwork, submitting it, and sharing key pieces with the preceptor. During clinical rotations, the imperative documents are:

- EVAL OF INTERN AND COMPETENCY LOG: [MDI Program Intern Evaluation for Supervised Practice Clinical PDF](#), [MDI Program Evaluation for Supervised Practice Clinical Word](#)
 - [EXAMPLE MDI Program Intern Evaluation for Supervised Practice Clinical](#)
 - [EXAMPLE 2 MDI Program Intern Evaluation for Supervised Practice Clinical](#)
- INTERN EVAL OF PRECEPTOR: [MDI Intern Evaluation of Preceptor PDF](#)

ASSIGNMENTS

The intern is responsible for completing the following assignments during clinical rotations:

- Professional Practice Assignment: Clinical Practice Staff Relief
- Scientific Research Review Assignment
- Intern led in-service training assignment (this assignment can be completed in clinical, community, or food service rotations)
- Clinical Paper & Presentation

ACTIVITIES & SUPPLEMENTS

The following activities are included as **optional** tools to help structure the rotation:

Adapted from *The Supervised Practice Kit: Clinical concentration workbook*, 2013

- [Oversight Agency Mock Audit Report](#) (e.g. JAHCO, state survey) Accreditation, certification, and licensure requirements change as federal, state, and local laws evolve to protect the public. Professionalism includes the ability to identify and meet these requirements. This report requires the intern to:
 - Select one or two organizations whose audit requirements this facility must meet in order to provide dietary and nutrition care services in the clinical setting of this rotation. Name the organization, the approval it grants such as certification, accreditation, or licensure; and whether the approval is at the federal, state, or local level. Interview the clinical nutrition manager, preceptor, or hospital administrator for appropriate organizations.
 - List each organization's requirements to maintain approval such as competencies or regulation checks.
 - Compare and contrast the organizations' requirements, audit procedures, and requirements to maintain approval.
 - Perform a mock audit. Choose five requirements from one of the regulating organizations that reflect, if available, competence in planning, client/community interactions, budget, transparency, and one from a category of the intern's choice. List the requirement and the results of a mock audit of the facility unit in which the intern is

practicing. Write how the unit has demonstrated meeting or not meeting the requirement, and if not, write a plan for intervention.

- Preceptors and clinical managers review the report for accuracy, relevance, thoroughness, and effectiveness, and may direct the intern to develop implementation plans for recommended changes.
- May meet the following competencies: *CRD 2.2, CRD 4.2, CRD 4.3, CRD 2.1, CRD 2.8, CRD 1.1*
- Clinical Resources Report (e.g. Standards of Care, EAL, SOPP, Code of Ethics) Interns write a report that lists and explains the purpose and correct use of professional resources when providing clinical services including the Standards of Care, Evidence and Analysis Library, Standards of Professional Performance, Standards of Practice, and Code of Ethics for the Profession of Dietetics.
 - *CRD 1.2, CRD 1.4, CRD 1.5*
- Evidence based MNT practice guidelines update
 - Refer to the evidence-based best practice guide for each disease state that is stored in the clinical dietitian's office, or create from scratch guidelines based on the resources identified in the Clinical Resources Report above.
 - Identify a disease state, common nutrition diagnoses for the disease state and evidence-based interventions, monitoring and evaluation to address nutrition diagnoses.
 - Research current literature and write a review of the cost benefit for the use of medical nutrition therapy/nutrition intervention for a particular diagnosis in a patient population. (e.g. Outpatient Diabetes Clinic, Malnutrition, Nutrition Support, RD coverage in specialty areas such as renal, oncology, pediatrics, etc.)
 - May also update Evidence Based Guideline for MNT Practice associated with the case study topic to accompany presentation and be added to facility practice guidelines
 - Use APA citation style [Purdue OWL APA Style Guide](#)
 - Use a format preferred by the preceptor or approved by the facility that is convenient for interns in following years to follow up and update the evidence-based best practice guidelines.
 - *CRD 1.2, CRD 1.4, CRD1.5, CRD 2.1, CRD 2.2, CRD 3.1e, CRD 4.7, CRD 4.9, CRD 3.4, SFS 5*

OUTPATIENT CLINICAL ROTATIONS

EXPECTATIONS

After outpatient clinical rotations, an intern should be prepared to practice motivational interviewing, find evidence-based information for counseling, and create patient materials/handouts as an entry-level professional. Interns will receive professional development training during intern-led webinars, which preceptors are encouraged and welcome to attend, on the following topics: public policy, public health nutrition, pediatric, billing and reimbursement, and child nutrition.

DOCUMENTATION

Below, you will find the documents that help guide the intern's rotation. The intern is responsible for managing all of her paperwork, submitting it, and sharing key pieces with the preceptor. During clinical rotations, the imperative documents are:

- EVAL OF INTERN AND COMPETENCY LOG:MDI Program Intern Evaluation for Supervised Practice Clinical [PDF](#), [Word](#)
- INTERN EVAL OF PRECEPTOR: MDI Intern Evaluation of Preceptor [PDF](#)

ASSIGNMENTS

The intern is responsible for completing the following assignments during clinical rotations:

- Intern led in-service training assignment (this assignment can be completed in clinical, community or food service rotations)

ACTIVITIES & SUPPLEMENTS

The following activities are included as **optional** tools to help structure the rotation:

- The [Eating Disorder Boot Camp](#) video and PowerPoint series
- Dietitians Working with Patients with Eating Disorders (2014) [PDF](#)
 - CRD 1.4, CRD 3.4, CRD 2.4

INTRODUCTION TO FOOD SERVICE MANAGEMENT ROTATION

Supervised practice in food service management aims to expose interns to management practices in hospital, school, and institutional food service operations. The goals of the rotations as reflected in the ACEND competencies include food procurement and production management skills, quality assurance measures and implementation, staff management, food safety and sanitation practices, leadership and communication skills, and human resources. Per the emphasis of MDI, an infusion of sustainable food system (SFS) practices in food service management is encouraged. Preceptors may guide intern experiences and/or offer opportunities to implement SFS practices. Interns will also be exposed to food service management topics in the didactic portion of the internship through the weekly webinar series, which preceptors are welcomed and encouraged to attend with interns. The intern-led webinar topics related to food service management include the following: budget, food purchasing, inventory, and production; food safety; human resources; and management and leadership,

EXPECTATIONS

At the completion of the food service management rotations intern should be competent to manage staff and daily processes of a food service operation. Interns should complete the Quality Assurance project during one of their food service management rotations. They should be familiar with HACCP plans, receiving and inventory management procedures, food service computer software, food safety policies and practices, and they can choose to complete a staff in-service if it fits well into the rotation and the needs of the preceptor.

DOCUMENTATION

Below, you will find the documents that help guide the intern's rotation. The intern is responsible for managing all of his paperwork, submitting it, and sharing key pieces with the preceptor. During food service management rotations, the imperative documents are:

- EVAL OF INTERN AND COMPETENCY LOG: MDI Program Intern Evaluation for Supervised Practice [PDF](#), [Word](#)
 - [EXAMPLE](#) MDI Program Intern Evaluation for Supervised Practice Food Service Management
- INTERN EVAL OF PRECEPTOR: MDI Intern Evaluation of Preceptor [PDF](#)

ASSIGNMENTS

The intern is responsible for completing the following assignments during food service management rotations:

- Quality Assurance assignment
- Intern led in-service training Assignment (can be completed in any area of practice)

ACTIVITIES & SUPPLEMENTS

The following activities are included as **optional** tools to help structure the rotation:

Adapted from *The Supervised Practice Kit: Inpatient foodservice, production, and management workbook, 2014*

- Oversight Agency Mock Audit Report. Accreditation, certification, and licensure requirements change as federal, state, and local laws evolve to protect the public. Professionalism includes the ability to identify and meet these requirements. This report requires the intern to:
 - Select two organizations whose audit requirements this facility must meet in order to provide food preparation and service in the foodservice setting of this rotation. Name the organization, the approval it grants such as certification, accreditation, or licensure; and whether the approval is at the federal, state, or local level. Interview the foodservice director and preceptor for appropriate organizations.
 - List each organization's requirements to maintain approval such as competencies or regulation checks.
 - Compare and contrast the organizations' requirements, audit procedures, and requirements to maintain approval.
 - Perform a mock-audit. Choose five requirements from one of the regulating organizations that reflect, if available, competence in planning, client/community interactions, budget, transparency, and one from a category of the intern's choice. List the requirement and the results of a mock audit of the facility unit in which the intern is practicing. Write how the unit has demonstrated meeting or not meeting the requirement.
 - Once evaluated by their preceptor, interns can submit to sample work for food service management rotations.
 - *CRD 2.1, CRD 2.8, CRD 1.1*
- Foodservice Production Manual. Interns discuss the facility's procedures manual and identify: the foodservice sanitation audits and inventory procedures; daily, weekly, and monthly production schedules and forms; policies; and all policies and procedures related to the set-up and operation of the foodservice organization. It is possible that each foodservice organization, such as the bakery or delicatessen, may have their own manual. Interns should review each manual and report back to their preceptor together. Consider whether the facility has the sanitation capacity, storage facilities, and processing equipment to use local produce and/or whole cuts of local Montana beef.
 - *SFS 1, SFS 3, CRD 1.1, CRD 4.7, CRD 3.5, CRD 4.2, CRD 4.8*
- Cost-Per-Plate Analysis Report. Interns analyze the financial impact of the facility's existing menus or food products, including self-serve and display case items. Interns select the food products or menus to analyze with the advice of their preceptor or foodservice director. The analysis includes:
 - The cost to produce considering the cost of ingredients, preparation, display requirements, spoilage risk, and gas and electricity usage
 - The benefits of the use of existing menus or food products
 - The revenue generated: determine the sale frequency for the item(s)
 - The resulting profit over a month and a plan for intervention, including all appropriate recommendations for the facility.
 - *CRD 1.3, CRD 1.4, CRD 4.9, CRD 3.5, CRD 4.8,*

- Procurement through Inventory Management Report. Interns work with staff in each of their facility's procurement, storage, retrieval, and inventory management positions, documenting procedures and organization. Interns then write a report that includes:
 - An explanation and graphic representation of their facility's procedures for the entire process of procurement through storage and retrieval, and inventory management through the use of narrative explanations and flow charts, process diagrams, or organization charts
 - Identify whether it is desirable and feasible to procure food products locally and make contact with distributors or producers in that regard under the guidance of the preceptor
 - A graphic representation and explanation of each food storage system, such as pantry, freezer, and stock
 - Consider the barriers to local procurement, and describe improvements that the facility may need to handle fresh local produce seasonally, preserve local produce in season for later use, storage of whole animals for economic purchasing, and processing equipment that may be needed to achieve these ends as well.
 - An identification and explanation of the procedures used for accessing, collecting, and sharing information identifying the specific data; how it is accessed, collected, and shared; and with whom it is shared
 - The regulatory requirements and procedures for managing the environment care rounds such as sanitation audits and safety checks
 - Consider the safety of chemicals used in the facility for public health of food service workers and customers. Consider the following resources to evaluate the safety of chemicals: Health Care Without Harm [Safe Chemicals Guide](#), [Chemical Resources](#), [10 Ways to Find Safer and Greener Cleaners](#)
 - Make contact with the chemical supplier, under the guidance of the preceptor, to determine the feasibility of stocking safer chemicals as necessary.
 - An analysis and recommendations for the optimum physical set-up considering the cost and benefits such as efficiency in availability of resources, sanitation, safety, reduction of waste, and protection of the environment and food service workers.
 - *CRD 1.1, CRD 2.2, CRD 2.5, CRD 4.8, SFS 1, SFS 2, SFS 3, SFS 4*

COMMUNITY ROTATION SPECIFICS

INTRODUCTION TO COMMUNITY NUTRITION ROTATIONS

Supervised practice rotations in community nutrition aim to expose interns to community nutrition practitioners. The goal of the rotations as reflected in the ACEND competencies is to introduce interns to assessment and implementation of community interventions, the role of the dietitian in community nutrition programs, evidence-based practice for groups and communities, and the unique role community nutrition plays in reaching populations at nutritional risk. Per the emphasis of MDI, any infusion of sustainable food systems practices into the rotations including making connections between disease epidemiology, agricultural practices, federal and state nutrition programs, and the potential to produce healthful food for healthy people in the future is encouraged. Interns have the opportunity to learn aspects of community nutrition during the didactic portion of MDI in weekly webinars which preceptors are welcomed and encouraged to attend as well. Intern-led webinars related to community nutrition include the following: pediatric and child nutrition, food safety, public health nutrition, nutrition and food in public policy, human resources, and management and leadership.

EXPECTATIONS

At the completion of community nutrition rotations, interns should be competent in presentation to group audiences, group counseling, one-on-one motivational interviewing, understanding the implementation of federal nutrition programs, and techniques to improve nutrition in food security outlets.

DOCUMENTATION

Below, you will find the documents that help guide the intern's rotation. The intern is responsible for managing all of his paperwork, submitting it, and sharing key pieces with the preceptor. During community rotations, the imperative documents are

- EVAL OF INTERN AND COMPETENCY LOG: MDI Program Intern Evaluation for Supervised Practice Community [PDF](#), [Word](#)
 - [EXAMPLE](#) MDI Program Intern Evaluation for Supervised Practice Community
 - [EXAMPLE 2](#) MDI Program Intern Evaluation for Supervised Practice Community
- INTERN EVAL OF PRECEPTOR: MDI Intern Evaluation of Preceptor [PDF](#)

ASSIGNMENTS

MDI does not require that any specific assignments be completed during community nutrition rotations. However the Intern led in-service training Assignment can be completed in any area of practice, including community nutrition rotations.

ACTIVITIES & SUPPLEMENTS

The following activities are included as **optional** tools to help structure the rotation:

- Nutrition Care Process in Montana WIC Montana WIC [created a PowerPoint](#) to demonstrate the use of the [Nutrition Care Process in the community nutrition setting](#). Interns may follow this example to develop NCP templates for any supervised practice site for community nutrition rotations.
 - *CRD 3.1e, CRD 1.2, CRD 2.4*
- Motivational Interviewing (one-on-one) Preceptor Anne Shovic reviews motivational interviewing with interns during professional development weeks. Follow [this link](#) to view her PowerPoint materials for a review of motivational interviewing in the one-on-one setting. Interns may build on their understanding of motivational interviewing by writing sample scripts for group motivational interviewing related to diabetes or overweight and obesity counseling.
 - *CRD 2.4, CRD 2.11*
- Nutrition assessment of community This [Introduction to Program Evaluation for Public Health Programs: A Self Study Guide](#) draws from the Center for Disease Control's *Framework for Program Evaluation in Public Health* to introduce public health program implementers to the value of evaluation and process of assessing public health programming.
 - *CRD 3.1a, CRD 1.5*
- Health promotion
 - For children: Team Nutrition of Montana uses the book *How to Teach Nutrition to Kids* to introduce child nutrition health promotion to MDI interns.
 - For adults: Joye Norris *From Telling to Teaching* (2003)
 - Sustainability
 - Sustainable incentives and giveaways for health fairs and community events found in *Sustainable Event Management* (2014) by Meegan Jones and published by Routledge.
 - *Nonprofit Guide to Going Green* (2009) by Ted Hart and published by John Wiley and Sons is the go-to guide for charities to "go green."
 - *SFS 1, SFS 2*
- Food Security
 - SNAP-Ed
 - Reports to Congress of the pilot study in Massachusetts that offered SNAP recipients incentives for fruit and vegetable purchases. [SNAP Healthy Incentives Pilot reports through 2014](#)
 - [USDA FNS Snap-Ed Resources](#)
 - [FNS USDA Blog](#)
 - [Sample](#) food bank supervised practice rotation
 - [Montana No Kid Hungry](#)
 - [Nutrition-focused Food Banking](#) discussion paper by Institute of Medicine Members Elizabeth Campbell, Karen Webb, Michelle Ross, Patricia Crawford, Heather Hudson, and Ken Hecht published April 2, 2015 by the National Academy of Sciences
 - *SFS 4*

MDI STAFF

DIRECTOR, D. COLEEN KAISER, MS, RDN, LN

DIRECTOR RESPONSIBILITIES

Role model

The MDI director:

- Supports and promotes high standards of professional practice.
- Treats interns, preceptors, and program stakeholders with honesty, integrity, and fairness.
- Creates trust relationships with interns, preceptors, and stakeholders.
- Has an open door policy and is available to address concerns and provide constructive suggestions for challenges faced by intern and/or preceptors.
- Provides mentoring and support for interns and preceptors in a manner that is sensitive to cultural differences and does not discriminate against others on the basis of race, ethnicity, creed, religion, disability, sex, age, sexual orientation, or national origin.

Planner

The MDI director:

- Plans and adjusts the intern rotation schedule as needed, and communicates changes with appropriate individuals.
- Fully participates in weekly webinar and talk sessions. If the director is unable to participate they will find a suitable replacement for the session.
- Communicates regularly and appropriately with interns, preceptors, and stakeholders so that expectations, arrangements, and responsibilities are well understood and agreed upon.

Information provider

The MDI director:

- Presents substantiated information and interprets controversial information to their best ability without personal bias and respect that legitimate differences of opinion can co-exist without conflict.
- To their best ability, remains alert to situations that might cause a conflict or have the appearance of a conflict and seeks reasonable resolution.
- Protects confidential information and makes full disclosure about any limitations on his/her ability to guarantee full confidentiality in any given matter.

Resource developer

- Seeks to engage interns, preceptors and stakeholders in constructive feedback that gives clear direction for MDI program improvement, enhancement, and maturity.
- Seeks out professional development resources and pursues opportunities to continue honing program leadership skills.
- Provides job and career information/counseling/resources whenever possible.
- Provides job and career information/resources whenever possible to interns; facilitates referrals and information to preceptors and participating rotation sites as requested.

Facilitator of learning

The MDI director:

- Is timely in their responses to interns, preceptors, and stakeholder inquiries.
- Provides the intern, preceptor and stakeholders with timely feedback and encourages an open door policy by being available for support, resources, and information when requested or needed.

- Supports positive communications between intern to preceptor; preceptor to intern; intern to intern; director to preceptor.
- Provides constructive suggestions for challenges faced by intern or preceptor.

Assessor of learning

The MDI director:

- Provides objective evaluation of performance for interns, preceptors, former interns seeking employment and/or professional association memberships, awards, or scholarships.
- Makes all reasonable effort to avoid bias in any kind of professional evaluation of others.

CONTACT INFORMATION

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Accreditation Council for Education in Nutrition and Dietetics. (2013). *The Supervised Practice Kit: Clinical concentration workbook*. Chicago, IL: Academy of Nutrition and Dietetics.

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APPENDIX

To access assignments and professional development syllabi visit [the MDI website at www.montana.edu/hhd/postbaccalaureate/mdi.html](http://www.montana.edu/hhd/postbaccalaureate/mdi.html) click on “Preceptors” and find the documents under the “Resources” heading

- I. Syllabus [MDI Syllabus](#)
- II. Assignments
 - a. Orientation assignments
 - i. Medical/Laboratory Values Review Sheet
 - ii. Needs Assessment Sheet
 - iii. Health Insurance Portability and Accountability Act (HIPAA) Compliance
 - 1. Orientation PowerPoint presentation about HIPAA
 - iv. Medical Terminology Review
 - v. Montana Academy of Nutrition and Dietetics Website Blogging Assignment
 - vi. MDI Video Project
 - b. Professional Development Assignments
 - i. Intern-led Webinar
 - ii. Second Webinar Assignment
 - c. Supervised Practice Assignment in any area of practice
 - i. Intern Led In-service Training
 - d. Food Service Management Assignment
 - i. Quality Assurance Project
 - e. Clinical Assignments
 - i. Clinical Paper & Presentation
 - ii. Clinical Staff Relief
 - iii. Scientific Research Review
- III. Professional Development Series
 - a. Webinar Syllabus
 - b. Topics covered in orientation
 - i. Professional Development Topics
 - 1. Dress expectations
 - 2. Leadership and ethics
 - 3. Team building day
 - 4. Role and responsibilities of intern, preceptor, directors
 - ii. Practice Mock RDN Exam
 - iii. Review presentations addressing three areas of practice, i.e., community, clinical, and food service management
 - iv. Nutrition and mental health
 - v. Program emphasis
 - 1. Tours of regional food system operations
 - 2. Tour of Montana State Corrections Food Factory and Dairy Farm
 - vi. MDI documentation requirements
 - vii. MDI webinar course requirements
 - viii. MDI Assignments and Projects