

# GUIDELINES FOR CLINICAL LEARNING ACTIVITIES 2021-2022

## Clinical Rotation Objectives

At the end of this course the intern will be able to:

1. Effectively apply clinical skills and competency to provide appropriate medical nutrition therapy (MNT) and other nutrition care in a variety of medical and health care settings.
2. Analyze and critically evaluate clinical ideas, practices, and procedures.
3. Function as a productive member of the clinical team and as a member of an interdisciplinary team.
4. Effectively find and use appropriate resources to solve clinical questions and problems.
5. Apply clinical didactic knowledge while working in various clinical areas.
6. Demonstrate at least entry level proficiency of ACEND competencies outlined in Clinical Nutrition Learning Activities.

## Intern and Preceptor Meetings

To ensure you have adequate support and help throughout your internship you will meet periodically with your DI Faculty through phone calls or web-conferencing.

- There are **two** types of meetings for each rotation:
  - **Intern Meeting:** meet with your DI Faculty prior to starting your first clinical rotation.
  - **Preceptor Meeting:** meet with your DI Faculty and preceptor(s) during the first week of each new facility.
    - It will be best to schedule the meeting after you have had a chance to sit down and talk with your preceptor.
- To check your DI Faculty's availability and to schedule the meetings:
  - Go to the [USU DI Schedule Google Doc](#).
  - Select your DI Faculty using the tabs at the bottom of the page, and
  - **Follow the directions** provided online to schedule the meeting.
    - Please schedule meetings at least 24 hours in advance.

## GENERAL CLINICAL LEARNING ACTIVITIES

### 1. WEEKLY REPORTS and PROFESSIONALISM POINTS

**Weekly Reports:** Submit your weekly report on Canvas no later than **Sunday at 9pm** following each completed week of your rotation. Your weekly report can be in Word or PDF format. Faculty responses to your weekly report will occur in Canvas. A grade of 5 points will be entered into Canvas each week for your submitted weekly report. Please use the following outline when completing your reports:

- Main tasks completed during the week:
- What stood out to you most? (Examples: tasks, projects, interactions with patients, clients, preceptors and/or staff. This can include positive and negative items.)
- What do you feel went well?
- Reflecting on the experiences during the week what might you do differently?
- What was the best part of the week?
- Questions or concerns related to the assignments or rotation.
- Any additional information you want to add.
- **Remember to attach your Clinical Statistics Report to your Weekly Report.**

**Professionalism Points:** DI faculty will award points for your professionalism and conduct throughout this rotation. At the end of your rotation the DI Faculty will update the score out of 100 points to reflect the Professionalism Points rubric. Your Professionalism Points will account for the following aspects, and each is worth 20 points.

1. Weekly reports are submitted on time throughout the rotation, and preceptor/intern meetings are scheduled as required.
2. Good communication is maintained throughout the rotation in the form of emails, phone calls, preceptor/intern meetings, etc.
3. Assignments are complete and submitted throughout the rotation without excessive returns for correction, indicating the intern read the assignment instructions and followed them as closely as possible. If revisions are required, the intern reads faculty feedback and applies it to resubmissions.
4. All assignments, modules, quizzes, and practice exam are submitted within the established deadline of 1 week following the last day in the rotation.
5. Professional conduct in all other aspects is maintained throughout the rotation.

## 2. CLINICAL WORKSHEET

Complete this worksheet **PRIOR** to beginning your Clinical rotation to prepare for what may be encountered during the rotation.

- You may turn in a typed or legible handwritten version. This is the only assignment that can be handwritten. Any other assignments that are handwritten will be returned.
- DI faculty will put in a score for the completed worksheet. After the score has been entered, you will have access to the Worksheet Answer Key. You may use this to prepare for the rotation, and it can be a useful study aid when getting ready to take the RD Exam.
- **DO NOT SHARE THE ANSWER KEY WITH ANY CURRENT OR FUTURE INTERNS.** To do so is a direct violation of the USU Academic Integrity Policy and weakens its usefulness for you and for others.
- Submit the worksheet as a PDF file on Canvas.

## 3. CLINICAL TASK SHEET

CRDN 2.3, 2.4, 2.5, 2.6, 3.1, 4.3, 4.9

To ensure you are exposed to the many different aspects of clinical nutrition, you will complete a task list throughout the rotation.

- Review the Clinical Task Sheet found on Canvas or the website **PRIOR** to starting your rotation. Make sure you know which tasks need to be completed and the facility where you will complete it. Discuss the Clinical Task Sheet with your preceptor during the first or second week.
- As you complete each task, circle the location where it was completed, list the date it was completed, and have the person that witnessed you performing the activity initial the sheet.
  - Many of the tasks can only be completed in certain locations (as labeled on the sheet).
  - The witness **does not** need to be your clinical preceptor; rather, it may be another health professional or staff member that you are working with on that particular task.
  - Several of the tasks correspond with other assignments/activities that you will do, so always check your task sheet so you don't miss an opportunity.
- **Every task** on the task sheet must be completed. If you are having trouble getting something completed, contact your DI Faculty **prior to** the end of your clinical rotations.
- Scan a copy of your Clinical Task Sheet, save it as a PDF, and submit it via Canvas when you are finished. Make sure you keep track of it. This would be hard to redo—so **DON'T LOSE IT!**

#### 4. CLINICAL STATISTICS REPORT

CRDN 2.3, 2.4, 2.5, 2.6

The clinical statistics report is designed to help you keep track of your experiences while in your clinical rotations. It will also help us to ensure that you are adequately exposed to a variety of disease states.

- Review the Clinical Statistics Report (Excel sheet) found on Canvas or the website.
- Tabs at the bottom of the Excel form describe the type of statistics reports that are available so you can select the one that works best for your clinical rotations.
- In Table One, keep track of each time you do (or work with your preceptor doing) a nutrition assessment (NA) and/or education (Ed) on a patient with each of the listed diagnoses.
  - Table One is organized by clinical areas and diagnoses. During your clinical rotations you are expected to get exposure to each clinical area. You need to complete a nutrition assessment and education in each clinical area. You do not need to complete a nutrition assessment or education for each diagnosis.
- Using the bottom table, keep track of the number of times you do (or work with your preceptor doing) each of the items listed on a DAILY basis.
  - Record your experiences in the correctly labeled section (e.g. long-term care in the long-term care section).
  - Further explanation and details (the terminology key) are found at the bottom of the report.
- Notice the tables will calculate the totals—just plug in the numbers. This must be typed!
- **Email the file** to your DI Faculty **each week** during your clinical rotation with your **weekly report**. This will allow your DI Faculty to track your progress and assist you in obtaining additional experience if needed.
- At the end of the clinical rotation, save the file as a PDF and submit via Canvas.

#### 5. CLINICAL DISCUSSION BOARDS

CRDN 2.3, 2.9

As you communicate with fellow interns across the country, you will have a better understanding of a variety of solutions to the same problem and gain insight as you build a foundation of dietetics skills.

The discussion boards will also help you connect with other interns in the USU DI.

- Offer comments, questions, and/or replies to at **least two (2) different discussion topics** posted on Canvas.
- To receive credit, comments or posts should meet the following requirements:
  - For each topic you choose, **“reply”** or post at least **two (2) times** to the discussion question or classmate posts.
  - Posts/replies should be 3-15 sentences long (not too short and not too long).
  - Posts/replies should be complete and grammatically correct.
  - Posts or comments should be engaging, develop critical thinking skills, make connections to real-life situations, generate new ideas, and/or offer suggestions that can be translated back to practice.

## NUTRITION CARE FOR INDIVIDUALS AND GROUPS

#### 6. IPC SKILLS SHEET

CRDN 2.1, 2.4, 2.5, 2.6, 3.6, 4.9

- Review and complete the IPC Skills Sheet found on Canvas or the website.
- Talk with at least one of your IPC preceptors addressing the questions found on the Skills Sheet.
- Summarize your answers. Keep answers brief! Submit a PDF copy via Canvas.

#### 7. OPC SKILLS SHEET

CRDN 2.1, 2.4, 2.6, 3.6, 4.9

- Review and complete the OPC Skills Sheet found on Canvas or the website.

- Talk with at least one of your OPC preceptors addressing the questions found on the Skills Sheet.
- Summarize your answers. Keep answers brief! Submit a PDF copy via Canvas.

## 8. ELDERLY NUTRITION SKILLS SHEET

CRDN 2.1, 2.4, 2.6, 2.11, 3.10, 4.4, 4.9

- Review and complete the Elderly Nutrition Skills Sheet found on Canvas or the website.
- Talk with at least one of your preceptors addressing the questions found on the Skills Sheet.
- Summarize your answers. Keep answers brief! Submit a PDF copy via Canvas.

## 9. EDUCATION EVALUATIONS

CRDN 2.8, 2.10, 3.1, 3.3, 3.6, 3.8

Effective patient interviews ensure that you obtain the relevant information needed for a complete and thorough nutrition assessment of your patients. Likewise, an effective educator is able to impart knowledge or instruct a patient on specific concepts or skills they need to make lifestyle changes.

During your inpatient rotations you will practice these skills.

- **9.1 and 9.2 Patient Education**
  - After observing the dietitian 2-3 times, select a patient needing education, and teach that patient and/or family on the appropriate education topic.
    - It is assumed you will have already done a thorough assessment and interview of the patient so you know what type of education would be appropriate.
  - Complete and have two (2) IPC educations evaluated; use the **Education Evaluation**.
  - List the type of education you provided at the top of the evaluation.
  - Scan and save the evaluations as a PDF and submit via Canvas in the appropriate assignment:
    - 9.1 Education Evaluations – IPC #1
    - 9.2 Education Evaluations – IPC #2

## 10. NCP DOCUMENTATION & EVALUATION

CRDN 1.2, 1.3, 2.2, 2.10, 3.1, 3.3

Practice using the Nutrition Care Process on a variety of patients.

- Document on **two** patients during your clinical rotations:
  - 10.1—this note must be on a patient in a critical care setting, receiving nutrition support, or a patient with a renal disease.
  - 10.2— this note must be from your outpatient clinical rotation.
- Your notes should follow the ADIME paragraph format.
  - Do not use the Practice Case Study template.
  - **DO NOT submit a note printed or copied from your facility's electronic charting system.** This is to prevent any type of patient-identifying, protected health information from accidentally being left on the note.
  - *If you submit a note printed from your facility's charting system, the assignment will be returned, and you will need to resubmit the appropriate documents.*
- Complete a thorough nutrition assessment on the patient.
- Identify the nutrition diagnosis(es) in a PES statement using NCP standardized terminology. You must have at least one nutrition diagnosis.
- Plan and implement nutrition interventions:
  - Define the nutrition prescription.
  - Identify appropriate nutrition interventions strategies prioritizing the nutrition diagnosis. Ensure that intervention strategies correspond with current evidence and practice guidelines

- Formulate goals that are targeted to the outcomes you expect your interventions to achieve.
- Specify appropriate indicators to be monitored, measured, and/or evaluated to determine the effectiveness of interventions.
- Have your preceptor evaluate each note using the **NCP Documentation Evaluation**.
  - Not all preceptors will be familiar with the NCP. They only need to evaluate you on the areas they feel comfortable with.
- Scan and save a copy of each ADIME note and the evaluations from your preceptor.
- Submit all PDF files via Canvas.

## 11. NUTRITION-FOCUSED PHYSICAL EXAM EVALUATION

CRDN 1.6, 2.1, 2.10, 2.11, 3.1, 3.2, 3.3

In addition to being able to ask questions and gather useful information from a patient, the nutrition-focused physical exam (NFPE) is a tool to ensure the nutrition assessment is complete. The use of the NFPE has increased over the last decade as the Academy of Nutrition and Dietetics has worked to standardize the process and provide instruction to students, interns, and practicing professionals. Your preceptor may not complete physical exams on every patient, so you might have to spend some time teaching them what you've learned. As you are determining your patient load each day, discuss the patients that will be good candidates for the NFPE with your preceptor. You may also find it helpful to practice your NFPE skills on family, friends, and your preceptor until you feel confident to try your skills on a patient.

- Have your preceptor evaluate your exam skills using the **NFPE Evaluation**.
- Scan a copy of the evaluation from your preceptor and submit all PDF files via Canvas.

## 12. COUNSELING PRACTICE

CRDN 2.8, 2.10 3.3, 3.6, 3.8

Nutritional counseling is a supportive process to help clients set priorities, establish goals, and create individualized action plans that acknowledge and foster responsibility for self-care. The goal of this activity is to take the opportunity to work through various counseling skills during your 3-week outpatient rotation. Although this activity does not provide comprehensive training on motivational interviewing techniques, we have provided you with resources to learn more along the way. Completing these activities and exercises will help you to identify areas of strength and those needing improvement regarding your counseling skills. In addition, to completing and submitting the final activity, in this assignment, we encourage you to share these topics with your preceptor to encourage the ability to implement these within your rotations.

- There are activities and tools that you can complete and use in each week of your outpatient rotation. Make sure you review these before getting started.

### Recorded Counseling Session

- Find a volunteer who is willing to participate in health-related counseling AND allow you to video-record your session with them. This can be a preceptor, spouse, parent, sibling, or USU buddy. You can also find a neighbor or acquaintance that you don't know very well who has an actual nutrition-related concern such as (improving healthy eating, reducing soda intake, training for 5k, etc.). We have found that the less you know them personally, the less awkward your session will be.
- Prepare for your counseling session. Determine what assessment tool(s) you will use to collect general information from your client. You can work with your OPC preceptor to learn about tools that are used in your field. Make sure to select assessment tools that are appropriate for

the concern(s) of your client. It may be more effective to create your own tool that includes specific questions you need answers to and open-ended questions that will help guide your discussion.

- Make sure you have the capability to record (phone, video camera, computer, etc) and are comfortable using the equipment. Find a location for the counseling session. Review the instructions in Canvas on how to record via GoReact.
- Have your client complete the client consent form (on Canvas). This can be done before your session or right before your session starts. This does not need to be on camera.
- Conduct a **25-30 minute** counseling session with the client. The entire counseling session **MUST** be videotaped (audio and visual).
  - Determine the client's health-related concern(s).
  - Collect applicable health-related information.
  - Use counseling skills and motivational interviewing techniques discussed in lectures to help your client find health-related behaviors they may be interested in changing.
  - With permission, provide your client with information/education followed up by checking in with clients.
  - Help clients develop short term goals.
- Record your counseling session using GoReact in Canvas.

### 13. COUNSELING EVALUATION

CRDN 2.8, 3.3, 3.6, 3.8

Counseling goes beyond education and is a supportive process characterized by a collaborative relationship between the counselor and the client to facilitate behavior change in the client. Effective counseling requires specific skills/techniques as well as on-going practice. You will have the opportunity to practice these counseling skills/techniques while working with clients in your outpatient rotation. Observe a dietitian 3- or 4-times counseling clients. Discuss the different counseling skills and techniques the dietitian uses and how or why they work.

- With the help of your preceptor choose one (1) client to counsel on your own. Your preceptor may still assist, if needed. Have your preceptor evaluate you using the **Counseling Evaluation**.
- List the topic of the counseling you provided at the top of the evaluation.
- Scan and save the evaluation as a PDF and submit via Canvas.

### 14. NUTRITION CASE STUDY PRESENTATION

CRDN 1.2, 1.3, 2.2, 2.10, 3.1, 3.3, 3.4

Prepare and present a clinical patient case study to your professional colleagues.

- See the **Nutrition Case Study** Outline (Canvas/website) for guidelines on this assignment.
- Submit a PDF copy of the presentation slides and completed evaluation via Canvas.

### 15. CLINICAL STAFF RELIEF

CRDN 1.2, 1.6, 2.1, 2.3, 2.4, 2.6, 2.9, 2.10, 2.11, 2.12, 3.1, 3.3, 3.8

Culminating the inpatient clinical rotation is a **two (2) week** staff relief experience. During this time you will essentially take over all clinical responsibilities of one of the dietitians. The goal is to give you a chance to really be the RDN and practice, on your own, all that you have learned. While doing staff relief, the dietitian/preceptor will still be available if you have questions or run into problems and will continue to co-sign all documentation.

- Schedule your clinical staff relief, preferably the last two weeks of the inpatient rotation. Work with your preceptor to determine which floors or areas you will cover during this time. Depending on the size of the facility it may be the whole hospital or just one area, but it should be equivalent to a typical dietitian's work load.



- Complete approximately two weeks or eighty (80) hours of staff relief, functioning as the dietitian.
- Complete the **Clinical Staff Relief Worksheet**, save as a PDF, and submit via Canvas.

## PRINCIPLES OF DIETETICS

### 16. RESEARCH LIVE PRESENTATION

CRDN 1.2, 1.3, 1.4, 1.5, 2.2, 2.10, 3.3, 3.4

This is an opportunity to communicate live with the other interns and practice your research analysis and presentation skills. Classes will be scheduled monthly and interns are required to attend and present at one session during or soon after any of your clinical rotations. DI Faculty will work with you to determine when you will present in the Research Live Class. This presentation is typically completed during your inpatient rotation.

- **Refer to the Research Live Outline for detailed instructions.**
- **Review the Research Live Evaluation** so you know what criteria need to be met for this assignment.
- Select a topic of controversy in medical nutrition therapy. Research this topic to prepare a presentation for class. After you have decided on your topic, add it to the schedule here: [USU DI Schedule Google Doc](#).
- Complete the **Research Analysis Worksheet** for one of the studies you read. Each study analyzed should support a different side of your controversy.
- Prepare a **15-18 minutes** Research presentation on your topic.
  - For assistance, use the **Research Live Presentation template** and the Research Live Presentation Outline found on Canvas or the website.
- Present your topic during the Research Live class.
- Contribute to the class with questions and comments about another intern's research presentation. Presentation slides for each class will be available to all interns to review prior to the class to prepare questions. They will be saved in this [Google Drive folder](#).
- You will be assigned to evaluate one of your peer's Research Live Presentation using the **Research Live Peer Evaluation** form.
- You will be evaluated and given feedback by the hosting DI Faculty member on the **Research Live Presentation Evaluation**.
- Prior to the class you will be contacted by the hosting DI Faculty with instructions on when and where to send in your PowerPoint presentation. You must send a PowerPoint file and not a link to the file in the cloud. The email will also include a link to the Zoom Research Live Class.
- Submit a PDF copy of the completed **Research Analysis Worksheet**, your presentation slides, and the completed evaluations via Canvas.

## EVALUATIONS, LOGS, AND REMAINING COURSEWORK

### 17. OTHER EVALUATIONS AND LOGS

Complete all the evaluations and logs listed on the checklist; save or scan as a PDF and submit via Canvas. These will be filled out by you or your preceptor as indicated in the Learning Activity Guidelines or the evaluation forms. They include:

- **Preceptor Evaluation:** one for each facility and the preceptor with whom you trained.
- Clinical Final Evaluation: one for each clinical facility completed by the preceptor with whom trained the most.

- **Daily Hour Log**
  - Maintain a daily record of your activities and the amount of time you complete in your rotation.
    - Tabs at the bottom of the Excel form describe the type of hour logs that are available so you can select the one that works best for the breakdown of your rotations.
  - Remember **ONLY** supervised practice hours should be counted and recorded:
    - Supervised practice is defined as hours spent in activities in work environments under the guidance and oversight of a qualified practitioner designated as a preceptor.
    - Learning activities performed by interns that are NOT typically performed as part of the preceptor's work responsibilities, such as writing papers, completing a study guide or other homework should NOT be counted towards fulfilling supervised practice hours.
    - If you have questions or concerns, please contact your DI Faculty.
  - Once completed, show the log to your preceptor and have them sign the separate **Daily Hour Log Verification Page** to verify the information is accurate. You will also sign the verification page to verify the time you have recorded is accurate.
  - Submit PDF copies of the **Daily Hour Log(s)** and the **Daily Hour Log Verification Page** via Canvas.
    - If you are doing your rotation in more than one facility, you can submit individual logs for each facility or wait and submit the full log after finishing at all facilities.
- **Course Evaluation**
  - Once you have completed the clinical rotation, please take a few minutes to complete the online course evaluation.

## 18. ONLINE CASE STUDIES

CRDN 1.2, 1.3, 2.10, 3.1, 3.10, 4.4, 4.9

Complete the following case studies found in the Clinical Canvas course:

- NCP Practice Case Studies
  - Complete *all* **THREE (3)** NCP Practice Case Studies.
  - These will be completed and submitted **one at a time** over the course of the clinical rotation. Each case study will be graded, and you will receive feedback on your graded case study. READ the feedback provided BEFORE starting the next case study.
  - You **will not** be able to complete multiple case studies at a time. You will not have access to the next case study until the previous case study has been graded.
    - Aim to turn **in at least two (2) case studies during your IPC rotation, one (1) during OPC or LTC**. This will help you stay on top of the case studies and not fall behind.
      - *Beware that waiting too long and then trying to submit all of these at the end of the rotation will keep you from finishing the rotation on time.*

## 19. LEARNING MODULES, APPLICATION, AND CLINICAL PRACTICE EXAM

- **Clinical Modules & Application-** Complete the module activities (e.g. lectures, quizzes, case studies, etc.). Quizzes and case studies are open book, open note, but not open neighbor.
  - These modules can be completed in any order, but all must be complete by the rotation's end.
  - We recommend that you complete these over the course of the rotation; aim to finish 1-2 modules each week to prevent a bottleneck at the end of the rotation. If you have a break between rotations, you may start completing modules before you begin a rotation.
- **Clinical Practice Exam-** This exam (found on Canvas) can be taken anytime during the **last two weeks** of your rotation.



- The Clinical Practice Exam is closed book, timed, and **difficult**. It will take you approximately two hours to complete. It usually takes interns at least two times to pass with the required 80%. **You must wait 48 hours before you can retake the exam.**
- The purpose of this test is to give you a glimpse of what the “real” RD exam will be like. It will cover items that you learned both in your didactic coursework and the internship. There is not specific study guide for this exam; however, it is organized based on the CDR RD Exam Study guide which you can access on Canvas in the Clinical Practice Exam page.
- The exam will have questions on topics that did not necessarily come up during your clinical rotations and modules, because it will draw from both the internship and your DPD courses, just as the RD exam will.
- The exam will be proctored remotely through a Canvas extension program called Proctorio. You **must** use the Chrome web browser. You **must** have a webcam to proceed. Before you begin the exam, Proctorio will check your computer settings and provide instructions on what settings to change or adjustments to be made before you can proceed.
- During the exam, the following will be restricted:
  - Your browser will be in fullscreen mode during the exam preventing you from opening any other programs. If you leave the exam, it will end automatically.
  - Any loss of network connectivity and the exam will end automatically, please make sure your current connection is stable during the entire exam.
  - Your clipboard will be disabled during the exam. Copy and paste functions will not work and your current clipboard will be emptied.
  - Once your exam is submitted, the browser cache will be cleared.
  - You will not be able to begin the exam until you disconnect additional screens or monitors.
  - You will not be allowed to open new tabs or windows during the exam.
  - You will not be allowed to print the exam.
- The following information will be collected during the duration of the exam:
  - Your webcam
  - Your physical location
  - Your clipboard
  - Your mouse location
  - Your browser size
  - Your browser tabs and windows
  - Your head movements
  - Your eye movements
  - Your mouth movements
  - Your entire screen
  - Any other applications running
  - Number of display screens connected