

Vanderbilt University Medical Center
Dietetic Internship
Program Handbook

July 1, 2024 – June 30, 2025

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WELCOME TO VANDERBILT

Thank you for choosing the Vanderbilt University Medical Center (VUMC) Dietetic Internship Program. We trust your internship experiences will exceed your expectations.

Introduction to Program Handbook

The purpose of the Program Handbook is to serve as a reference and resource for the students in each of the programs in the VUMC Center for Programs in Allied Health (CPiAH). The Program Handbook is one of the important documents that provide operational guidance to students, to assist them in their successful progression through their program. Key documents with policy and procedure information important to students include:

- **Catalog of the VUMC Center for Programs in Allied Health** – Source of important policies and other information related to VUMC, the CPiAH and each program. The catalog is available on the VUMC CPiAH website. The CPiAH website is available at <https://www.vumc.org/allied-health/center-programs-allied-health>
- **VUMC CPiAH website and Program Website** – The Center for Programs in Allied Health has its own website, and that website houses a website for each program within the CPiAH. Students will find important information regarding both the institution and the programs on these sites. The Vanderbilt Dietetic Internship website is available at <https://www.vumc.org/dietetic-internship/dietetic-internship-vumc>

Program Information in the CPiAH Catalog

The Catalog of the Center for Programs in Allied Health (CPiAH) contains important information about Vanderbilt University Medical Center, the Center for Programs in Allied Health, and this program specifically. Students are advised to refer to the CPiAH Catalog to obtain the following information about this program:

- Program Description
- Academic Calendar
- Program, Staff, Faculty, and Advisory Board
- Admission
- Academic Program
- Satisfactory Academic Progress
- Code of Conduct
- Graduation Requirements
- Equipment List

IMPORTANT NOTICE TO STUDENTS

All students enrolled in VUMC Center for Programs in Allied Health (CPiAH) programs are bound by all VUMC, CPiAH and Program policies. By enrolling in a CPiAH program, every student acknowledges his or her responsibility to abide by and adhere to all institutional and programmatic policies and procedures. Students therefore are responsible for being familiar with the policies and procedures described in the Program Handbook, in the Catalog of the Center for Programs in Allied Health, and on the CPiAH and respective program's websites.

DIETETIC INTERNSHIP FACULTY CONTACT INFORMATION

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DIETETIC INTERNSHIP: INTRODUCTION AND ACCREDITATION

Program Description

The Vanderbilt University Medical Center (VUMC) Dietetic Internship Program is a post-baccalaureate certificate program within a comprehensive medical center and healthcare organization. The Dietetic Internship utilizes a competency-based curriculum; designed to ensure the students develop the breadth and depth of knowledge and skills needed for entry level practice as registered dietitian nutritionists. Fifty core competencies are the cornerstones for rotations, workshops, and hands-on activities.

The VUMC Dietetic Internship Program is aligned with a master's program in Human Development Studies at Peabody College of Vanderbilt University. The Dietitian/Nutritionist Specialization (MEd/DI) track is a 4 semester, capstone-based masters. The Dietetic Internship provides 8 credits towards a 30- hour masters. The combined MEd/DI will provide students eligibility to take the registration exam for Registered Dietitian Nutritionists and will equip graduates to work at the forefront of food and nutrition practice.

The Dietetic Internship Program's course includes a fall and spring semester. In the fall, students begin rotations in disease management or health promotion, each of which are a collection of designated practice areas in which students either work in clinical settings or community settings. In the spring, students transition from disease management to health promotion or from health promotion to disease management. Before rotations begin, all interns complete an orientation series (Rotation Readiness) preparing them for rotation experiences. Professional development class days are scheduled consistently throughout the program and include workshops, simulations, case studies, and interprofessional meetings to supplement training in rotations. Rotation training sites are on the Vanderbilt campus and in the Nashville community. By the end of the program, students will complete 4 weeks of entry level and 2 weeks of concentration practice experiences; demonstrating their readiness to practice as an entry level practitioner in disease management and/or health promotion settings.

Internship faculty plan the curriculum and guide supervised practice experiences. Areas of focus include:

- Leadership
- Health literacy
- Clinical nutrition
- Comprehensive nutrition counseling
- Nutrition support

The VUMC Dietetic Internship Program has a robust supervised practice network of preceptors and instructors who serve as role models and donate their time and expertise to train the next generation of Registered Dietitian Nutritionists. Students enrich their rotation settings by providing patient care, education, and completing projects of benefit to the institutions. With an emphasis on education and health literacy, the Dietetic Internship Program also brings value to the community by training future Registered Dietitian Nutritionists to translate science-based food and nutrition information for the public.

Commission on Dietetic Registration Master's Degree Requirement

Effective January 1, 2024, the Commission on Dietetic Registration (CDR) requires a minimum of a master's degree to be eligible to take the credentialing exam for Registered Dietitian Nutritionist's (RDNs). For more information about this requirement visit CDR's website: <https://www.cdrnet.org/graduatedegree>.

Training Master's Prepared Dietitian Nutritionists

In response to this requirement from the Commission on Dietetic Registration, The Dietetic Internship at Vanderbilt University Medical Center aligned with a Master's program in Human Development Studies at Peabody College of Vanderbilt University.

The Dietitian/Nutritionist Specialization (MEd/DI) track is a 4 semester, capstone-based masters. The Dietetic Internship provides 8 credits towards a 30- hour masters. The combined MEd/DI will provide you eligibility to take the registration exam for Registered Dietitian Nutritionists and will equip you to work at the forefront of food and nutrition practice for years to come.

Programmatic Accreditation

The VUMC Dietetic Internship Program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND). As the accrediting agency for education programs preparing students for careers as Registered Dietitian Nutritionists (RDN), ACEND serves and protects students and the public by assuring the quality and continued improvement of nutrition and dietetics education programs.



Program Mission, Goals, and Objectives

Program Mission

The Vanderbilt Dietetic Internship's mission is to provide a pre-eminent supervised practice program model for training competent and compassionate entry level registered dietitian nutritionists delivering personalized nutrition therapy in the hospital, and innovative nutrition programming within community-based systems and healthcare networks.

Program Goals

1. Graduates will be prepared as competent entry level registered dietitian nutritionists in the core and concentration competency area of disease management/health promotion.
2. Graduates will fulfill employment needs at Vanderbilt University Medical Center and nationally as competent entry-level registered dietitian nutritionists.

Program Objectives for Goal #1

- At least 80% of interns complete program requirements within 23 months (150% of program length).
- The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
- At least 80% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.

Program Objectives for Goal #2

- Of graduates who seek employment, at least 80% are employed in nutrition and dietetics or related fields within 12 months of graduation.
- Program graduates will fulfill at least 25% of dietitian roles at Vanderbilt University Medical Center
- At least 80% of surveyed employer respondents will be "satisfied" or above with the graduates' preparation for entry level practice.

ADMISSION REQUIREMENTS AND APPLICATION INSTRUCTIONS

Admission to the Vanderbilt Dietetic Internship Program is separate from admission to Peabody College of Vanderbilt University. Students must be accepted into both the Vanderbilt Medical Center Dietetic Internship (DI) and the Master's program in Human Development Studies – Dietitian/Nutritionist Specialization (MEd).

Students completing a dietetic internship at another program are not eligible for admission to the Vanderbilt University Master's program in Human Development Studies – Dietitian/Nutritionist Specialization (MEd).

Students completing a master's program at another university are not eligible for admission to the Vanderbilt Medical Center Dietetic Internship.

Admission Requirements

- Completed accredited undergraduate or certificate nutrition program in dietetics
- Minimum DPD (Didactic Program in Dietetics) GPA of 3.0 on a 4.0 scale.
- Minimum overall GPA of 3.0 on a 4.0 scale.
- DPD Verification statement from an approved undergraduate or certificate program in dietetics indicating coursework completion within the past 3 years.
- Completed DICAS application for the dietetic internship
- Completed Vanderbilt University's Peabody College graduate school application

Application Instructions

- Complete the DICAS dietetic internship application
- Questions to address in your DICAS personal statement:
 - Why did you choose to be Dietitian/Nutritionist?
 - What are your personal and professional aspirations and how will an MEd/DI further equip you to pursue them?
 - What strengths and skills will you bring to the MEd/DI program?
 - What motivates you to put forth your best effort?
 - How does health equity and social determinants of health factor into your career as a Dietitian/Nutritionist?
- Include 3 references in the DICAS application (DPD Director, Professor, and Work/Volunteer Supervisor)
- Complete Vanderbilt University's Peabody College application

A selection committee, consisting of preceptors, internship faculty, CPiAH administrative leadership, and graduate program faculty review online applications. Each committee member individually considers GPA, extracurricular activities, work/volunteer experience, personal statement, and references. Vanderbilt University and VUMC will notify students of acceptance based on the fall and spring key dates outlined by ACEND.

SYLLABI AND SCHEDULES

A syllabus for the VUMC Dietetic Internship Program is provided on day 1 during internship orientation. Students are notified of any changes to the syllabi via email. The syllabus includes a fall and spring dietetic internship course. In the fall, students begin rotations in disease management or health promotion. In the spring, students transition from disease management to health promotion or from health promotion to disease management.

Course Schedule (Rotation Schedule)

During internship orientation, students receive a schedule of assigned rotations for the first semester course. Since many factors are involved in planning and coordinating the complex rotation schedule, changes can present major challenges and the goal is to minimize schedule changes. Professional development class days are scheduled on a weekly basis throughout the program. Rotation and professional development day schedules are available to students in the student learning management system (Canvas) using their VUMC email. In the event changes occur in schedules, these are communicated to interns via their VUMC email accounts; accessible with their VUMC ID. In January, students receive the rotation schedule for the spring semester course. The rotation schedules are also available to students in Canvas.

PROGRAM SCHEDULE, VACATION, HOLIDAYS AND LEAVES OF ABSENCE

Rotation Specific Schedules and Materials are available to interns in Canvas – the student learning management system – using their VUMC ID and password. Students should contact the specific rotation preceptors the Wednesday before the rotation begins via email to confirm start time and meeting location.

During Orientation to Each Rotation, the preceptor reviews the daily schedule with the dietetic internship student. Students are expected to be in the assigned facility, participating in internship learning experiences during scheduled hours. Schedules provide the student with opportunities to engage in activities at times that will be most beneficial. Students may be scheduled to be on duty very early or very late or on weekends or holidays. Time off is usually equivalent to two days off per week--not always on the weekend and not necessarily two each week. Project and study time is required in addition to time spent on rotations. Students should keep their preceptor updated on their whereabouts.

Vacation-Holidays

Academic calendar dates are planned to coincide with Vanderbilt University's academic calendar. The pre-planned leave days have been added into the rotation schedule and are ***not*** subject to change by the student. If unforeseen circumstances make it necessary for a student to be absent beyond, or in addition to, the allowed pre-planned leave time, the student must confer with the Internship Director to make up the time. The internship may alter pre-planned leave schedules, as needed, to ensure students meet competence for entry level practice.

2024-2025 Academic Calendar

June 4, 2024	Graduate Courses Begin
July 15, 2024	Dietetic Internship Begins
September 2, 2024	Labor Day
October 10-11, 2024	Fall Break
November 23-December 1, 2024	Thanksgiving Break
December 14, 2024 – January 5, 2025	Winter Break
January 20, 2025	Martin Luther King Day
March 8 – 16, 2025	Spring Break
May 26, 2025	Memorial Day
June 7, 2025	Dietetic Internship Completion
August 8, 2025	Graduate Courses Conclude

Approved Leave Day (Flex Day)

The following guidelines detail the use of 2 leave days, also referred to as flex days, during the course of the program:

- 1 flex day is awarded each semester
- Requests for flex days must be submitted for consideration in writing within 4 weeks of the semester starting to the VUMC Dietetic Internship Director.
- If the request is not given within this timeframe, the request will not be honored.
- A flex day is typically requested for family events, weddings, religious ceremonies, etc.
- The flex day cannot be used during entry level practice or concentration rotations.

If a student is scheduled for rotation on a holiday that the rotation facility observes, the student will not be required to report to the facility. Internship Faculty will provide additional supervised practice experiences to supplement the rotation day previously scheduled at a facility. Learning experiences that occur *only* on the holiday may be changed. Students will not be allowed to accumulate time to take before or after a holiday.

Emergency Leave Days

Emergency leave may be granted only in cases of extenuating circumstances. These determinations will be made by the VUMC Dietetic Internship Director on an individual basis. Dietetic Internship students will be responsible for making up all work time missed. Make up work will be scheduled according to availability of experiences and preceptors.

Attendance

Timely and regular attendance is an expectation of performance. To meet expected training requirements (supervised practice and clock hours), students are expected to work all assigned hours in rotations and community events and be present for the entirety of each professional development class day, community event or conference, including professional meetings. Students will not be permitted to complete supervised practice hours in rotation on days that are not scheduled in order to accumulate time to take off later.

Attendance is monitored on a regular basis by VUMC Dietetic Internship Faculty. Any patterns of excessive tardiness are discussed immediately as tardiness disrupts work areas and results in lost learning time and experiences. Rotation scores may be reduced 5% for a pattern of excessive tardiness to that rotation. Excessive tardiness is defined as a pattern of three or more unexcused late arrivals.

Make up time must be scheduled for all unexcused absences. In the event of illness or anticipated late arrivals, the student must contact their rotation preceptor as well as the internship director and/or educational coordinator(s), via phone or text before the scheduled time.

If a student leaves a rotation early (i.e. work less than a full rotation day) they are expected to contact the educational coordinator(s) via text or email; there may be opportunities to train/assist in other areas.

Definitions:

- **Absent:** A student is deemed absent when unavailable for work as assigned/scheduled and such time off was not scheduled/approved in advance. A student who fails to call in and report as scheduled for three consecutively scheduled days will be viewed as having abandoned their internship position.

- **Tardy:** A student is deemed to be tardy when:
 - 1. Failing to report for work at the assigned/scheduled work time.
 - 2. Taking an extended meal or break period without approval.

Time Sheets

Dietetic Internship students are required to maintain a daily record of time spent in learning experiences in the facilities. As much as possible, learning experiences are planned that will allow the student to practice the role of the dietitian under supervision. Leave time (e.g. holidays, flex day, sick, bereavement) and weekend days are recorded on the time sheet.

Leave Policies

Sick Leave

If a student is unable to report to their assigned area because of illness, the student must contact the preceptor and the educational coordinator BEFORE arriving for the rotation (via text, email or phone). If sick more than one day, the student must contact the preceptor and educational coordinator EACH day prior to their scheduled time to report.

The educational coordinator and the preceptor will make arrangements for coverage of the area and/or projects to be completed. The student may be asked to provide a doctor's statement to substantiate illness and /or readiness to return to work. The student must be afebrile for 24 hours before returning to work.

If a student is absent during the program because of extended illness, the internship faculty will schedule additional time to make up learning activities that have been missed and may alter completion date of the program. However, opportunities to make up learning activities may not always be available and similar learning experiences may be substituted. Excessive sick leave may impact the student's ability to complete objectives of rotations and achieve competency in a particular practice area, therefore, sick leave should be used only when necessary and should not be considered a "free day off". If a student were to miss 50% of a rotation the student will be scheduled to make up the missed time. The maximum time frame for completing the Vanderbilt Dietetic Internship is 23 months (150% of the program length). Internship faculty may elect to send the student to Occupational Health if there is a pattern of illness.

Bereavement

Students may be granted up to three working days of leave in cases of death in the immediate family. "Immediate Family" is defined as parents, grandparents, spouse/significant other, child, sibling, or in-law. Requests for leave and/or exceptions must be made to the internship director. Adjustments in schedules and assignments may need to be made. These will be determined on an individual basis. Bereavement time should be recorded on the time sheet as leave.

Medical Leave of Absence

A request for a medical leave of absence by a student must be approved by the internship director. Proper documentation of the medical condition will be required. If a medical leave of absence is taken, the student must agree to re-enter the program at a time when the Internship Director can schedule the student for remaining rotations. Depending on the length of the requested medical leave, the student may be required to repeat rotations to ensure competence has been established and the student may have a different completion date than his/her classmates. However, the program must be completed within 23 months of starting the program.

EXPECTATIONS: FACULTY AND STUDENTS

VUMC Dietetic Internship Program faculty are expected to:

- Maintain the program accreditation with the Accreditation Council for Education in Nutrition and Dietetics (ACEND), and the institutional accreditation with Accrediting Bureau of Health Education Schools (ABHES).
- Maintain and enforce the policies established by Vanderbilt University Medical Center, the Center for Programs in Allied Health and the VUMC Dietetic Internship Program, including the Internship's Equitable Treatment Policy available in Appendix A.
- Strive for educational excellence by maintaining currency in education and training.
- Foster an inclusive and affirming culture of training for future dietitians that embraces interprofessional teaming, innovation, leadership and scholarship.
- Grow a sustainable supervised practice network of training locations (both within VUMC and the surrounding communities) which provide a progressive environment for dietetic internship student growth, engagement and professional development.
- Recruit and train rotation preceptors who are committed to inspiring, teaching and mentoring the next generation of future dietitians.
- Function in various capacities for students: advocate, mentor, role model, coach, resource, trainer, and evaluator of readiness for entry level practice.

VUMC Dietetic Internship Program students are expected to:

- Maintain and submit accurate time reports documenting their rotation and professional development hours.
- Before rotations: complete readings, review materials, and listen to recordings.
- During rotations: be on time, listen and ask questions, and submit projects on time.
- After rotations: complete evaluations, PDE surveys, trackers, and notify educational coordinators when competencies and paperwork are signed and in SharePoint
- For Professional Development Day's (class days): be on time, ready to listen, ask questions, engage in work, and complete PDD REDCap surveys.
- Maintain open communication with internship faculty and preceptors; checking VUMC email at least 2 times each day.
- Silence cell phones and confine cell phone usage to breaks during rotations and/or professional development experiences unless receiving prior approval from preceptor.
- Adapt to change with a positive mindset (i.e. in schedules which cannot be predicted).
- Recognize your role in a patient's overall satisfaction with VUMC and take action (e.g. provide wayfinding directions, help with menu selections, show compassion, etc.).
- Follow DI Program guidelines for:
 - Academic integrity and Confidentiality
 - Referencing guidelines
 - Attire and appearance
 - Professional demeanor and performance (evaluation and notification forms available in Appendix B)
- Demonstrate the VUMC Credo (Appendix C)
- Uphold the AND Code of Ethics (Appendix D) and CPiAH Honor Code (Appendix E)

ACADEMIC INTEGRITY

Academic integrity is expected and the VUMC Center for Programs in Allied Health Honor Code serves as a guide. Additional guidelines are provided for appropriate referencing of projects, seminars, case studies, etc.

The purpose of the Honor Code is to preserve and promote academic integrity. To ensure students clearly understand the behaviors that are expected/acceptable and unacceptable, the following examples are provided. These are considered violations of the VUMC Center for Programs in Allied Health Honor Code and/or the Code of Ethics for the Profession of Dietetics:

- Cheating on an examination, test, or written project.
- Plagiarizing (incorporating into one's own work the work of another without identifying the source) in an assigned paper, report or project.
- Submitting work prepared by another person as one's own (including use of texts, papers, computer programs, or other class work prepared by commercial or noncommercial agents).
- Submitting work prepared for another rotation without the specific prior authorization of the supervising dietitian.
- Falsely reporting personal illness or work hours on monthly time sheets.
- Falsification of study and research results.

Such acts (as those listed above) will warrant an investigation, and findings will be presented to the CPiAH director for review. Appropriate disciplinary action will be determined by the CPiAH director in consultation with the Dietetic Internship director.

Academic Integrity Regarding Use of Artificial Intelligence (AI)

1. Students are encouraged to use artificial intelligence to enhance their writing skills and to help them study, but student use of artificial intelligence cannot violate other aspects of this Honor Code, including the practice of only using AI when specifically allowed to do so for the assignment.
2. Students must cite the use of artificial intelligence using the current APA format to ensure transparency and honesty in their assignments.
3. Artificial intelligence apps or websites that enhance student learning or reviews student-submitted materials, including Grammarly, Socratic, and PhotoMath, are encouraged for student use outside of formal learning assessments.
4. Artificial intelligence apps or websites to which students submit actual quizzes, study questions, or test questions are strictly prohibited.
5. Artificial intelligence apps or websites to which students submit patient or other protected information are strictly prohibited.
6. Students may not use artificial intelligence apps or websites during quizzes or exams.
7. Students should understand that artificial intelligence has limitations, and students are ultimately responsible for the quality and information submitted in their assignments. Students will not be allowed to appeal grades for erroneous information provided by artificial intelligence.

REFERENCING GUIDELINES:

All projects submitted are presumed to be the student's own work unless credit is given using the proper citation and bibliographic techniques as outlined in the Publication Manual of the American Psychological Association, Seventh Edition (APA7). The APA reporting style is the preferred citation style for the medical, social sciences, and scientific publishing communities and is available to interns through the Eskind Biomedical Library.

CONFIDENTIALITY:

VUMC Dietetic Interns may encounter confidential employee and financial records as a part of their routine Internship learning activities. The information contained in the medical record is confidential and should not be discussed with anyone other than the responsible health care team members. All documentation in medical records must be signed with the student's name, then the words, "Dietetic Intern" (e.g., Jane Smith, Dietetic Intern). Specific instructions regarding the use and care of medical records are given during orientation and in various clinical areas. The privacy of medical records is legally protected under Federal Law through the Health Insurance Portability and Accountability Act of 1996 (HIPAA). Patients' medical records are considered legal documents and require careful handling. The contents of a medical record are never to be photocopied.

VUMC dietetic interns have or receive access to VUMC Dietetic Internship programming materials (e.g. rotation resources, interprofessional presentations, and workshops) that are proprietary in nature. These programming materials are developed exclusively for individuals enrolled in the VUMC Dietetic Internship. Students should maintain the confidentiality and integrity of all materials.

ATTIRE AND APPEARANCE:

Interns are required to dress in an appropriate, professional manner, in keeping with VUMC institutional dress code.

During clinical and health promotion rotations, and professional development day experiences, dietetic interns will wear dark grey scrubs with closed-toe, non-canvas, full heeled shoes. A plain white or black short sleeved, ¾ length sleeve, or long sleeve T-shirt may be worn under the scrubs.

Additional guidelines include:

- Identification badges are worn when working. Badges are worn in clear sight above the waist with name, title, and picture clearly visible.
- Uniforms should be neat and clean.
- Hairstyles (including facial hair- mustaches, beards, sideburns) should be well groomed and contained in such a manner that it does not come in contact with patients or clients. Faces need to be clean shaven for respirator fit testing during orientation.
- Fingernails should be short, clean, and without chipping or peeling polish.
- Hairnet or baseball caps are worn in food system areas.

The following **ARE NOT allowed**:

- Any clothing that restricts proper handwashing (e.g. thumb shirts under scrubs).
- Perfumes, colognes, after shave, or scented lotions
- Visible body piercings – including tongue and/or nose piercings; with the exception of ear piercings.
- Dangling necklaces, earrings or loose-fitting jewelry
- Visible tattoos that could be perceived as offensive (must be covered with clothing or full coverage makeup).
- False fingernails and/or overlays (i.e. acrylic nails)
- Denim jeans of any color, leather pants
- Nail polish is **not** allowed in food system areas due to the possibility the polish may chip or flake in the food.
- Socks that are distracting in pattern or reflect advertisements, sayings, and/or non-VUMC logos.
- Baseball caps are prohibited in clinical or classroom settings
- Sweatshirts or non-VUMC Dietetic Internship jackets over scrub top

If providing a presentation during professional development experiences, interns will be expected to wear business-casual dress (no jeans), and closed toe shoes reflecting a professional appearance. All attire should be neat, clean, modest in style, not form-fitting, and an appropriate length.

Any student reporting to a rotation in attire that does not conform to the dress code will be asked to change into attire that aligns with the dress code. Any missed work time will have to be re-assigned. Students' scores in Domain II will reflect adherence to dress code.

PROFESSIONAL DEAMEANOR AND PERFORMANCE

Professional and ethical behavior standards guide performance in supervised practice and professional development settings (e.g.. workshops, interprofessional events)

As a student within the VUMC Dietetic Internship program, the student is expected to act in a way that is consistent with the professional standards of a dietitian, and in a professional manner in all aspects of the program (classroom, rotations, etc.). Throughout the internship program, students are evaluated mid-semester and mid-program by the DI Faculty Team. If any member of the DI Faculty team feels that there is a concern for student behavior or actions in a classroom or rotation setting, the student is subject to the Professional Demeanor and Performance Evaluation (PDPE). . The Professional Demeanor and Performance Evaluation (PDPE) materials are available in Appendix A.

Students are expected to uphold professional demeanor and performance throughout their time in the internship program. The PDPE evaluates the following categories:

1. Openness to New Ideas

2. Flexibility
3. Cooperativeness with Others
4. Willingness to Accept and Use Constructive Feedback
5. Awareness of Own Impact on Others
6. Ability to Professionally Handle Conflict
7. Ability to Accept Personal Responsibility
8. Ability to Express Feelings in a Professional Manner, Effectively and Appropriately
9. Acceptable and Timely Communication with DI Faculty Team
10. Ability to Professionally Conduct Oneself While Using Technology

DISCIPLINARY ACTION: PROFESSIONAL DEMEANOR REVIEW PROCESS

If a student is found to have subpar performance in any of the categories assessed in the Professional Demeanor and Performance Evaluation outlined above (score less than four [4]), any member of the DI Faculty Team is allowed to call a meeting with the other members of the faculty team to discuss the student. If the team decides that the student's actions are inappropriate in relation to the professional demeanor and performance expectations of the program, then the following process will be enacted:

1. A member of the DI Faculty Team informs other faculty members about the student and action(s) that questions the expectation of the VUMC DI program.
2. If the DI Faculty Team agrees that the student's demeanor and/or performance do not meet expectations of the program, the student will begin the Professional Demeanor Review Process.
3. The initial DI Faculty Team member that brought the concern to the team will fill out the PDPE and provide examples. The DI Faculty Team and CPiAH Student Support Services Manager will review the PDPE.
4. The student will receive the Notification of Professional Demeanor and Performance Concern within 30 days of the decision to move forward with the evaluation. A member of the DI Faculty Team will contact the student with date(s) and time(s) for the meeting. Student refusal to show up for the meeting without acceptable reasoning to reschedule is subject to dismissal from the program.
5. The DI Director and one or two of the Educational Coordinators and the CPiAH Student Support Services Manager will be a part of the meeting to discuss the behavior and/or actions that are subject to the evaluation. During the meeting, the student is allowed to ask for clarifying information, or to provide reasoning behind actions. The student may not bring any others to the meeting outside of the DI Faculty Team.
6. The DI Faculty Team members and student will discuss the behaviors and/or actions of concern and will discuss the PDPE, actions needed to improve the score on the PDPE, and the timeline of when these actions are expected to occur. Signatures of the faculty,

student, and the CPiAH Student Support Services Manager will be required prior to leaving the meeting, signifying agreement on the concern and actions to improve it.

7. If a student fails to correct actions or behaviors that were addressed on the Notification of Professional Demeanor and Performance Concern or conducts oneself in a way that subjects them to another PDPE because of a different concern, the DI Faculty Team will repeat the above steps (#2-6). Depending on the nature of the new concern(s) and/or reasons for the student's failure to comply with previously determined action plans, the DI Faculty Team will determine if another meeting is needed to evaluate, or if the student will be suspended or dismissed from the program due to continued misconduct.
8. The DI Faculty Team will meet with CPiAH administrators to consider factors in the situation and render a determination regarding an additional evaluation meeting, suspension, or dismissal.
9. If an additional evaluation meeting is needed, a member of the DI Faculty Team will reach out to the student with date(s) and time(s) for the meeting. Student refusal to show up for the meeting without acceptable reasoning to reschedule is subject to dismissal from the program. After the evaluation meeting, the DI Faculty Team will meet with administrators to consider factors in the situation and render a determination on suspension or dismissal.
10. If suspended, the program director will notify the student in writing of the temporary suspension conditions including timeline and actions required for reinstatement. If the student is reinstated, the student will work with the program director and educational coordinators to address any course work missed during the suspension.
11. If dismissed, the dismissal decision will be described in a notice to the student written by the program director. This communication will be presented to the student, in person whenever possible, by the program director, although an in-person meeting may not be possible in all cases. The following information regarding dismissal will be shared with the student:
 - Student dismissal requires immediate return of student ID, books, equipment, or other materials issued by VUMC to the program director.
 - Students who are dismissed from the VUMC Dietetic Internship Program due to a Professional Demeanor and Performance Concern will not be considered for future acceptance into the program.
 - The program director will notify Vanderbilt University of the student's dismissal from the internship program.

DISCIPLINARY ACTION: RULES VIOLATIONS

A student in the Dietetic Internship in violation of the expectations outlined in the handbook, academic codes, policies, rules, or regulations in any area of their internship experience (including the Honor Code) may be subject to disciplinary action. Refer to the Center for Programs in Allied Health (CPiAH) Catalog for additional information.

Disciplinary action is administered in consultation with CPiAH administration and may include the following steps:

1. **Verbal Warning** – After a first or minor offense, a discussion will take place between the student and the internship director to discuss the behavior that was in violation of the rules and/or policies and its inappropriateness and the corrective measures. Notes from this conversation will be maintained in the internship director’s records but not placed in the student’s official record.
2. **Written Warning** – After two offenses, another discussion will take place between the student and the internship director to discuss the behavior and its inappropriateness, as well as the corrective measures. Notes from this conversation will be entered into the student’s official record after being signed by both the student and the program director.
3. **Probation** – After three or more repeated minor offenses, a student may be placed on probation. In such cases the internship director and student will meet, and a written action plan for improvement will be developed by them, with a definitive timeline for outcomes. A written report of the probation will be placed in the student file. This report will include, at minimum, the following information: infraction, discussion, implications of behavior, corrective measures with an outlined timeline and future disciplinary action for any repeated incident of this nature. This written documentation will be signed by all individuals present and retained in the student’s file.
4. **Temporary Suspension** – The Internship reserves the right to temporarily suspend a student for conduct disrupting or otherwise negatively impacting the learning environment, pending referral to an appropriate process to review the conduct. The Internship Director will notify the student in writing of the conditions of the temporary suspension. If the student is reinstated, the student will work with the Internship Director to address any course work missed during the suspension.
5. **Dismissal** – A student may be dismissed by the Dietetic Internship Program under the following circumstances:
 - a. A student on probation may be dismissed if he or she fails to satisfy the conditions of the Professional Demeanor and Performance Evaluation (PDPE) action plan for improvement as outlined in the plan.
 - b. A student may be dismissed from the program after a period of temporary suspension.
 - c. A student may be dismissed at any time for either a singular egregious behavior

- or involvement in one or more serious incidents inconsistent with the expectations for interns, or otherwise in violation of VUMC, Programs in Allied Health or Dietetic Internship policy.
- d. Failure to complete programmatic requirements within 23 months of starting the Dietetic Internship program.

DISMISSAL PROCEDURES

Failure to return to satisfactory academic progress status after being placed on academic probation within the time required by the student's written action plan for improvement may result in dismissal from the program. Students are not allowed to have more than one period of academic probation while enrolled in the dietetic internship. Students on probation who do not successfully complete the terms of their academic plan may be provided the opportunity to withdraw. If the student refuses to withdraw, the individual may be dismissed from the VUMC Dietetic Internship Program. If a student fails to satisfy the conditions of the Professional Demeanor and Performance Evaluation (PDPE) action plan, they are eligible for dismissal from the program.

Students who are dismissed from the VUMC Dietetic Internship Program for inappropriate behavior, attitudes and/or academic performance may not be considered for future acceptance in the VUMC Dietetic Internship Program. The internship director will provide written notification including dismissal date if a student is terminated from the VUMC Dietetic Internship Program. The student is required to immediately return all items (keys, ID badges, textbooks, etc.) that are the property of VUMC to the program director. The program director will notify Vanderbilt University of the student withdrawal and/or dismissal from the internship program.

WITHDRAWAL PROCEDURES

VUMC Dietetic Internship students may withdraw from the Dietetic Internship Program at any time. A student may be deemed to have withdrawn from the program when any of the following occurs:

- The student notifies the Dietetic Internship program director in writing of their desire to withdraw. Withdrawal must be provided in writing to the VUMC Center for Programs in Allied Health, 1301 Medical Center Drive, B802, Nashville, TN, 37232-5510. The withdrawal goes into effect based on the postmarked date and/or if hand delivered, the date of receipt.
- The student fails to participate in required programming for at least 3 consecutive business days.
- The student fails to return from a leave of absence.
- The student does not successfully complete the terms of their academic plan.

A student who withdraws from the VUMC Dietetic Internship Program due to attendance (failing to participate in required programming or return from a leave of absence) or academic performance may not be considered for future acceptance in the VUMC Dietetic Internship

Program. The internship director will provide written notification including withdrawal date if a student is withdrawn from the VUMC Dietetic Internship Program. Students withdrawn from the VUMC Dietetic Internship are required to immediately return all items (keys, ID badges, textbooks, etc.) that are the property of VUMC to the internship director.

Vanderbilt University – in coordination with the VUMC Center for Programs in Allied Health – will determine if the student should receive a refund on any tuition and fees.

CURRICULUM

The program director and educational coordinators design a curriculum to meet ACEND’s competency-based education standards. The curriculum includes supervised practice rotations in disease management- health promotion and professional development experiences (e.g. class days, workshops, simulations, and interprofessional events).

The competencies are organized into the following practice domains:

- **Domain 1** – Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.
- **Domain 2** – Professional Practice Expectations: Beliefs, values, attitudes, and behaviors for the nutrition and dietetics practitioner level of practice.
- **Domain 3** – Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups, and populations.
- **Domain 4** – Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.
- **Domain 5** – Leadership and Career Management: Skills, strengths, knowledge, and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner.

COMPETENCIES

Upon completion of the supervised practice component, each graduate’s capabilities will include the following core learning outcomes/competencies:

<i>DOMAIN 1: Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.</i>
CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.
CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews, and scientific literature in nutrition practice.
CRDN1.3 Justify programs, products, services, and care using appropriate evidence or data.
CRDN 1.4 Conduct projects using appropriate research or quality methods, ethical procedures and data analysis utilizing current and/or new technologies methods, ethical procedures, and data analysis.

CRDN 1.5	Incorporate	critical thinking skills in overall practice.
DOMAIN 2 – Professional Practice Expectations: Beliefs, values, attitudes, and behaviors for the nutrition and dietetics practitioner level of practice.		
CRDN 2.1	Practice	in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Professional of Nutrition and Dietetics.
CRDN 2.2	Demonstrate	professional writing skills in preparing professional communications.
CRDN 2.3	Demonstrate	active participation, teamwork, and contributions in group settings.
CRDN 2.4	Function	as a member of interprofessional teams.
CRDN 2.5	Work	collaboratively with NDTRs and/or support personnel in other disciplines.
CRDN 2.6	Refer	clients and patients to other professionals and services when needs are beyond individual scope of practice.
CRDN 2.7	Apply	change management strategies to achieve desired outcomes.
CRDN 2.8	Demonstrate	negotiation skills.
CRDN 2.9	Actively contribute	to nutrition and dietetics professional and community organizations.
CRDN 2.10	Demonstrate	professional values in all areas of practice.
CRDN 2.11	Show	cultural humility in interactions with colleagues, staff, clients, patients, and the public.
CRDN 2.12	Implement	culturally sensitive strategies to address cultural biases and differences
CRDN 2.13	Advocate	for local, state, or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession.
DOMAIN 3 - Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations		
CRDN 3.1	Perform	Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as part of the clinical workflow elements for individuals, groups, and populations of differing ages and health status, in a variety of settings.
CRDN 3.2	Conduct	nutrition focused physical exams.
CRDN 3.3	Perform	routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation).
CRDN 3.4	Provide	instruction to clients/patients for self-monitoring blood glucose,

considering diabetes medication and medical nutrition therapy plan.
CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes.
CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed.
CRDN 3.7 Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media.
CRDN 3.8 Design, implement and evaluate presentations to a target audience.
CRDN 3.9 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience.
CRDN 3.10 Use effective education and counseling skills to facilitate behavior change.
CRDN 3.11 Develop and deliver products, programs, or services that promote consumer health, wellness and lifestyle management.
CRDN 3.12 Deliver respectful, science-based answers to client/patient questions concerning emerging trends.
CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources.
CRDN 3.14 Develop and evaluate recipes, formulas, and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups, and individuals.
<i>DOMAIN 4 - Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.</i>
CRDN 4.1 Participate in management functions of human resources (such as hiring, training and scheduling).
CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities, and food.
CRDN 4.3 Conduct clinical and customer service quality management activities (such as quality improvement or quality assurance projects).
CRDN 4.4 Apply current nutrition information technologies to develop, manage and disseminate nutrition information and data.
CRDN 4.5 Analyze quality, financial and productivity data for use in planning.
CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment.
CRDN 4.7 Conduct feasibility studies for products, programs, or services with consideration of costs and benefits.
CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment, and supplies.
CRDN 4.9 Engage in the process for coding and billing for nutrition and dietetics services

to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems.
CRDN 4.10 Analyze the risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).
<i>DOMAIN 5 - Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner</i>
CRDN 5.1 Perform self- assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement.
CRDN 5.2 Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals.
CRDN 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines.
CRDN 5.4 Advocate for opportunities in the professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion).
CRDN 5.5 Demonstrate the ability to resolve conflict.
CRDN 5.6 Promote team involvement and recognize the skills of each member.
CRDN 5.7 Mentor others.
CRDN 5.8 Identify and articulate the value of precepting.

STUDENT PERFORMANCE MONITORING

An organized system is in place to monitor student performance and to strategize when challenges academically and/or in supervised practice settings are identified.

Supervised Practice, Performance Evaluations, and Grading Scale

Supervised practice rotations vary in length from 1-2 weeks. Preceptors supervise student experiences on rotations. This includes orientation to the practice setting, review of the competency and grading forms, projects, rotation specific readings/materials and a discussion of the students’ rotation goals and job ready skills.

Professional development programming is designed, coordinated, and evaluated by Internship Faculty to enrich job ready skills development in disease management-health promotion practice settings. Professional development experiences (e.g. workshops, class) may be delivered in person or virtually. Virtual experiences will be conducted using a video conferencing platform (e.g. Zoom, Teams). Students will be considered absent if joining the remote experience without their cameras on and/or while traveling. Students are expected to remain engaged during the virtual training which includes avoiding off-screen conversations, completing other activities, and looking at other devices.

Competency based experiences associated with professional development programming include:

- Professional development day (classes include simulations, case studies, role playing, seminar presentations)
- Research and development of a Clinical Case Study and Pilot Proposal Project
- Interprofessional case collaborations
- Leadership Co-Chair

Supervised practice and professional development programming are pre-planned and attendance and/or project completion is required. Canvas - an online learning management system - houses all supervised practice rotation and professional development materials for students; which can be accessed using their VUMC ID and password.

Students submit all rotation-related documentation (e.g. orientation checklist, rotation assignments, created materials, competency form) via SharePoint, a secure cloud sharing platform, which they can access using their VUMC ID's and passwords. Each student has an individual SharePoint folder for every rotation (which their preceptor, program director, and educational coordinators can also access using their VUMC ID's and passwords). Preceptors grade projects, score rubrics, and complete rotation specific competency forms in the students secure SharePoint folder.

Rotation performance evaluations are conducted within 14 business days of the rotation completion. Students should notify the educational coordinator if the evaluation is late. The evaluation may occur in person or virtually using a video conferencing platform (e.g. Zoom, Teams). During the evaluation, the student and preceptor identify areas for continued development as well as job ready skills gained during the rotation. Both the preceptor and the student sign the competency form. The program director and/or educational coordinator may participate in the evaluation (e.g. every 3rd evaluation conference and/or at the request of the preceptor or student).

Students should notify the educational coordinator (via email or SharePoint file tagging) after the evaluation is completed and the competency form is signed by the student and preceptor. This message signals to the educational coordinator that grading information can be recorded.

Rotation grading is completed at the end of each rotation, before the evaluation conference is completed. Preceptors evaluate the students' performance objectively based on written projects, rubrics, quizzes, etc. using the following grading scale:

Scale	Grade	Definition
100-90%	A	Excellent
89-80%	B	Good
79-70%	C	Satisfactory
69-0%	F	Failing

Additionally, the preceptor provides a subjective professional assessment of the students' ability to function within each practice domain. The performance levels for the practice domains are:

Scale	Definition
Minimal Competence	Needs assistance on many projects; requires guidance to achieve pre-determined objectives
Developing Competence	Performs all activities with some assistance; generally, achieves pre-determined objectives
Competent	Performs all activities correctly; works w/minimum assistance once guidelines are established; meets pre-determined objectives
Mastery of Competence	Performs all activities w/great accuracy; works independently once guidelines are established; exceeds pre-determined objectives

Internship Faculty translate preceptor professional assessment scale into numeric scores as follows:

Scale	Grade
Minimal Competence	65 = F
Developing Competence	75 = C
Competent	85 = B
Mastery of Competence	100 = A

Overall scores for each rotation and professional development programming are determined utilizing rubrics and objective scores from core competencies (60%) and subjective performance ratings (40%). These are accessible to students at any time, monitored by Internship Faculty and discussed with students during conferences with Internship Faculty.

Minimum Scoring Expectations, Action Plans, and Remediation

Rotation Project(s) Scoring:

If a student earns a rotation project score less than 70, an alternative project is assigned and scored by the internship faculty; in consultation with the preceptor. The student needs to earn above a 70 on the alternate assignment to demonstrate fulfillment of the project's associated CRDN. The alternative project score will be averaged with the original score on the students summative spreadsheet.

If a student submits work late (beyond the documented or re-negotiated due date), a minimum of 5 percentage points per day is deducted from the earned score for that project. In extenuating circumstances, a student may re-negotiate the due date for a project (a minimum of 48 hours in advance of project due date) with the rotation preceptor and educational coordinator. Re-negotiating project due dates avoids grade point deductions for late project submissions.

Overall Rotation Scoring:

If a student earns an overall rotation score less than 75 in one core rotation, the student will meet with the internship director and educational coordinator(s) to prepare a written action plan for improvement to meet competency within a specified time period, depending on the learning needs of the student, and within the 47-week program.

Failure to achieve a minimum score of 75 in a second core rotation will result in the student being placed on academic probation. The student will meet again with the internship director, educational coordinator(s) and/or CPiAH student support services manager and prepare a second written action plan for improvement to achieve competency within a specified time frame, depending on the learning needs of the student, but not to extend beyond the time remaining in the program. The second written action plan (developed at the time of probation) replaces the first one developed after the first rotation in which the student fell out of satisfactory academic performance, although it may include some of the same learning elements/learning objectives.

Failure to return to satisfactory academic progress status after being placed on academic probation within the time required by the student's written action plan for improvement may result in dismissal from the program.

For the clinical and health promotion entry level practice rotations and concentration area rotation, a score less than 85 requires students to meet with the internship director and educational coordinator(s) to prepare a written action plan for improvement to achieve competency which may include returning to the rotation site. Failure to achieve an 85 on the second attempt to demonstrate competence may result in dismissal from the program.

Mid-Internship Scoring:

During the Mid-internship Conferences with internship faculty, which takes place in December, students are required to have an overall average score of 80

Overall Internship Scoring:

Students must achieve a minimum overall score of 85 to meet requirements for receipt of a Verification Statement. Failure to achieve a final overall average score of 85 may result in termination prior to or at the summary week conference.

In addition to the minimum overall score of 85 for the program, a minimum score of 85 must be achieved in the following:

- Each of the 5 practice domain categories
- Research & Development of a Clinical Case Study and Pilot Proposal Project
- Disease management and health promotion entry level practice rotations
- Concentration rotation

Remediation and Retention

Dietetic internship faculty are available by appointment for student advising, guidance and

tutorial support. If a student requests additional training or is evaluated to need improvement in a competency, rotation or project, the internship faculty make arrangements for additional or altered learning experiences. **The primary goal is to address academic and/or professional performance concerns before scores below minimum occur.**

Additional Training Support

If a student requests additional training or is evaluated to need improvement in a competency, rotation, or project, the internship faculty make arrangements for additional or altered learning experiences and consult with the student to set written goals for meeting the competency within a specified time period, depending on the learning needs of the student, but not to extend beyond the time remaining in the 47- week program. Additional resources available to students include access to the campus libraries, Academy of Nutrition and Dietetics online journals, nutrition care manuals, and evidence analysis libraries. The Center for Programs in Allied Health (CPiAH) Student Support Services Manager (in coordination with the Internship Faculty) is available to meet with students as needed to coordinate additional training support.

Formal Assessment of Student Learning

Regular reports of performance and progress

Assessment of Learning Readiness: During orientation, students complete a web-based assessment that measures non-cognitive attributes, technical skills, and readiness for online and self-regulated learning. Students receive a detailed report of their results with positive reinforcement and resources. The Center for Programs in Allied Health will also share the report with the Dietetic Internship director.

Individual Evaluation Conferences: Students receive assessments of learning during individual evaluation conferences with rotation preceptors. Students review scores on written projects, objective scores for core competencies and subjective performance ratings for professional behavior and readiness for entry level practice.

Professional Development Evaluations: Completed by each student at the conclusion of a rotation. As a means of a formal self-reflection on learning and competency- based skill development, the student evaluates the rotation experiences, access to resources/tools, experience with preceptor(s), and level of challenge. Students submit Professional Development Evaluations using REDCap and their responses are accessible to the internship faculty.

Academic Progress Reports:

VUMC Dietetic Internship - Students can view grade information in Canvas at any time. The Internship Director meets individually with students for a comprehensive review of academic progress at mid-internship (December) and at internship completion (June). The report includes information on attendance, completion of assignments, overall grades by domain -disease management- health promotion, student request for academic assistance, and student progression in the program. Issues identified are detailed in the progress report. The report is

reviewed and signed by the student and internship director and then submitted to the VUMC Center for Programs in Allied Health (CPiAH).

VU Master's Program – The Dietetic Internship provides 8 credits towards the 30-hour Masters in Human Development with a Dietitian/Nutritionist Specialization. The internship director submits fall and spring semester grading information for each student to Vanderbilt University. The internship director advises students of their grade status (i.e. Passing or Failing) before submitting grade information to Vanderbilt University

Conferences with Internship Faculty: Internship faculty may request to meet with a student at any time. These meetings are mandatory and take precedence over the original rotation schedule. Educational coordinators will communicate with preceptor(s) if the meeting conflicts with rotation activities. A student may request a scheduled meeting with internship faculty at any time. The internship director conducts formal assessments of learning during individual conferences with students to review academic progress, discuss job ready skill development, and areas needing additional focus:

- Mid semester (in October and April) and
- Mid internship (December)

During conferences with the internship director or educational coordinator(s), if learning and/or performance gaps are identified, these are discussed with the student. Additional training support is available and highly recommended to avoid below minimum scores and/or academic probation.

Internship faculty meet with each student during summary week to summarize performance in the internship program.

STUDENT RETENTION: CAREER PATH COUNSELING

The VUMC Dietetic Internship provides a variety of rotation experiences in traditional and non-traditional practice settings with RDNs. This wide exposure helps students identify career path opportunities. Students complete a series of Values Driven Work Assessments to further identify how their individual core values align with career paths and work environments.

Counseling in career paths for entry level practice occurs at many levels:

- Supervised practice from rotation preceptors
- Individual conferences with Internship Director and Educational Coordinators
- Networking during professional conferences with RDNs
- An “I Want A Job Series” facilitated by Internship Faculty further exposes students to career opportunities and prepares students to navigate the job market as they pursue their career paths.

SUPERVISED PRACTICE DOCUMENTATION AND TRACKING

Tracking and documentation of individual supervised practice hours in professional work settings, simulations, case studies, role playing, etc.

Students are responsible for documenting supervised practice hours in professional work settings and during professional development programming (e.g. class days or events which include simulations case studies, role playing, intern presentations, interprofessional teaming). The monthly record of time is finalized in a secure SharePoint folder and accessed on the last day of the month by the Internship Director. The Internship Director reviews the report and monitors student progression towards expected training requirements (competency and 1200 clock hours). As an additional way to validate supervised practice training hours during rotations, students document time and activities on a Productivity Tracker, which is reviewed by the Educational Coordinators.

PRIOR LEARNING ASSESSMENT

During internship orientation, students will complete a “practice exam” for Registered Dietitian Nutritionists. Additionally, students complete a REDCap survey which lists ACEND’s five domain areas and fifty competencies. Students self-select their perceived readiness to practice in each competency area; highly prepared, prepared, somewhat prepared, unprepared, or highly unprepared. The practice exam and the REDCap competency survey provides both the student and the Internship Faculty an assessment of student’s prior learning and perceived skills at the start of the dietetic internship. Students will complete another survey assessing their familiarity with nutrition counseling approaches and their perceived readiness to apply skills like motivational interviewing with patients. No VUMC Dietetic Internship Program credit is granted for prior learning.

INSURANCE REQUIREMENTS: LIABILITY

Health: Students are required to be covered by health insurance during the Dietetic Internship. VUMC does not offer a student health insurance policy. Students may seek out private health care insurance options (e.g. Vanderbilt University Student Health Insurance)enroll via a government health care exchange. The student must maintain his/her health insurance through his/her tenure in the program and must provide proof of insurance (copy of health insurance card or letter from insurer) during internship orientation.

Professional Liability: The VUMC Center for Programs in Allied Health secures professional liability insurance coverage for students.

Automobile: Students must carry and be able to provide proof of automobile insurance, including personal liability. Interns assume all liability for safety in travel to and from assigned supervised practice sites, professional development trainings or events and/or VUMC.

INJURY OR ILLNESS WHILE IN A FACILITY FOR SUPERVISED PRACTICE

If a student is injured, becomes ill or is exposed to blood, body fluids or other infectious material while performing duties in a dietetic internship student capacity, the immediate preceptor will help the student get urgent medical care. The preceptor will then notify the

Dietetic Internship program director and/or educational coordinator and additional arrangements will be made as required by the injury or illness.

If the student feels the illness does not require emergency treatment (e.g. cold, virus) but requests to leave the rotation, the student notifies the internship director and/or educational coordinator via e-mail, text or phone. The student should follow up with the internship director and/or educational coordinator regarding plans to make up any training time.

DRUG TESTING AND CRIMINAL BACKGROUND CHECKS

Students admitted to the VUMC Dietetic Internship are required to undergo drug testing and a criminal background check; enrollment is conditional upon passing the drug test and background check. Instructions regarding the process of obtaining the drug test and background checks are included in the student's letter of admission by the Center for Programs in Allied Health. VUMC requires that drug test reports and criminal background checks are received directly from the screen provider. VUMC will not accept drug screen testing or background checks from the students.

STUDENT REPLACEMENT OF EMPLOYEES

VUMC Dietetic Internship students are NOT to replace employees. Replacement of employees is defined as placement of a student on the staff work schedule in lieu of a paid employee. Supervised practice is for educational purposes only and is not intended to replace staff, except as planned to gain experience and demonstrate readiness for entry level practice. Students may be expected to perform a variety of duties/tasks to meet the needs of the facility on a given day as would be expected of a preceptor.

COMPENSATION IS NOT PROVIDED

VUMC Dietetic Internship students do not receive compensation from the Dietetic Internship Program for supervised practice experiences.

ACCESS TO STUDENT SUPPORT SERVICES

Students enrolled in the VUMC Dietetic Internship Program have access to the following student support services through Vanderbilt University Medical Center:

CPiAH Student Support Services	https://www.vumc.org/allied-health/center-programs-allied-health
Occupational Health	https://www.vumc.org/health-wellness/occupational-health
SHARE Center (counseling re: workplace sexual harassment)	https://www.vumc.org/health-wellness/share-center
Employee Assistance Program	https://www.vumc.org/health-wellness/worklife-connections
VUMC Campus Security	https://www.vanderbilt.edu/iss/campus-and-community/public-and-campus-safety/
Libraries	https://www.library.vanderbilt.edu/biomedical/

Students will also have access to various student support services through Peabody College of Vanderbilt University including the Center for Student Wellbeing.

FILING COMPLAINTS: GRIEVANCE POLICY/ACEND COMPLAINT PROCEDURES

The purpose of the grievance policy is to provide a prompt means of resolving student grievances. This procedure is available to any student who believes a decision or action has adversely affected his or her status, rights, and/or privileges. Most grievances can be resolved at their origin and it is suggested that students use the following procedures:

- Schedule a meeting with the rotation preceptor (include the Internship's Educational Coordinator), discuss concerns, and attempt to resolve the issue.
- If the concern is not resolved to the student's satisfaction, the student should schedule a meeting with the Dietetic Internship Program Director. Three business days before the meeting the student should submit in writing: the problem/grievance, courses of action taken up to that point and an explanation for lack of resolution.
- If the concern is not resolved to the student's satisfaction by the Internship Director, the student should submit the grievance in writing, and by appointment, meet with the Director of Center for Programs in Allied Health or submit by mail to 2215 Garland Avenue, Suite 312 Light Hall, Nashville, TN, 37232-0495 or contact by phone at (615)875-3666.
- If at this time the grievance is not resolved, the grievance will be heard by the VUMC Executive Vice President of Educational Affairs (EVP-EA). The final decision of the EVP-EA will be provided to the Program Director and to the student within five business days. The decision of the EVP-EA is final.
- As a final recourse, students are advised to submit grievances directly to ACEND only after all options within the Dietetic Internship Program, the Center for Allied Health and VUMC's executive levels have been exhausted. The address and phone number of ACEND is 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995; 1-800-877-1600.
- The Dietetic Internship Program Director maintains (for 7 years) written documentation of student grievances/complaints and outcomes/resolutions as well as submits student grievance/complaint documentation to the Center for Programs in Allied Health.

PROTECTION OF PRIVACY OF STUDENT INFORMATION

The VUMC Dietetic Internship maintains three types of files for each student: student information, disease management, and health promotion rotation files. All information in the files is private and confidential. Student information files are secured, locked in the internship director's office at all times, and any printed rotation files containing student information are also secured and locked in the internship faculty offices. Files are primarily stored electronically using a secure file sharing platform, SharePoint, with targeted file sharing between the program director, educational coordinators, preceptor(s), and students. These files can be accessed using individual VUMC ID's and passwords.

VUMC Dietetic Internship Program students have the right to review their personal dietetic

internship program files upon request.

Documents for which the student waived their right to access (e.g. letters of recommendation or confidential documents from a preceptor to the director) will not be shared with students.

PROFESSIONAL MEMBERSHIP

All interns are required to become student members of the Academy of Nutrition and Dietetics at the expense of the student. Depending on scheduling and class decision to attend students may attend:

- Virtual attendance at professional conferences; students would be expected to pay for registration.
- The Tennessee Academy of Nutrition meeting in the spring; students would be expected to pay for registration and travel to the meeting
- The Nashville Academy of Nutrition and Dietetics meetings, students would be expected to pay for membership

EMPLOYMENT DURING THE INTERNSHIP

The VUMC Dietetic Internship can be considered similar to full-time employment, due to the comprehensive schedule and programming requirements. In the event a student needs to work part-time, it is recommended to limit part-time hours to 10 per week. In selecting part-time employment, keep in mind that the internship schedule varies and may require weekends (e.g. Shade Tree Clinic and/or community events). Selecting a part-time job that will not compete with internship requirements and/or compromise academic progress is important. It is recommended to keep the internship director and educational coordinators updated on employment and/or to discuss employment plans before accepting work.

EQUIPMENT

The Vanderbilt Dietetic Internship Program requires each student to have a personal laptop computer as well as internet connection that will handle video conferencing. It is recommended to use a computer no more than 5 years old. Details on requirements are included below:

Required:

- A laptop with at least a Windows 10 or MAC OS 10.14 operating system. Older operating systems are not supported
- Webcam (either built-in on laptop or a USB webcam)
- Headphones with microphone
- At least 8GB of RAM and a 2GHz processor
- High speed internet access (minimum of 512 kbps)
 - Vanderbilt University Medical Center has wireless networking capabilities throughout the medical campus

The medical center's computing environment is Microsoft Windows based. Software requirements include:

- Browsers: Chrome or Firefox

- Microsoft 365. Microsoft 365 is a suite of applications such as Word, Excel, PowerPoint, Teams, etc. High speed internet access (minimum of 512 kbps)
 - Students do not need to purchase Microsoft 365 or Microsoft Windows; they will receive Microsoft 365 access through VUMC.

Insufficient:

- Using an Android tablet, iPad, Linux, Distros, or Chromebook as the primary computer for the program is not adequate.
- Satellite (HughesNet) or cellular networks with 3G, 4G, or 5G (Verizon Wireless, Sprint/Nextel, ATT, Cricket etc.) connectivity is not supported. Cellular networks can be used in emergency cases but are not sufficient as the primary internet source.
- Operating systems older than Windows 10 and MAC OS 10.14 are not supported. Windows 10S is also not supported.

PROFESSIONAL DEVELOPMENT PORTFOLIO

During the course of the internship, each student maintains a series of trackers as a record of their progressive growth. Trackers include: medical nutrition therapy sessions, enteral nutrition calculations, and education trackers. During final internship summary conferences, each student presents a portfolio of their accomplishments, resume, professional biography, and professional goals for the next 12-24 months.

EVALUATION OF THE INTERNSHIP

Prior to internship completion, each student completes an evaluation of the internship program. The internship faculty uses this appraisal in revising rotations, learning experiences, and professional development lectures/workshops for the next cohort.

GRADUATION AND PROGRAM COMPLETION

Program completion occurs when the student completes the following requirements:

- A minimum of 1200 hours of supervised practice experience in disease management-health promotion rotations and professional development programming.
- Demonstrates ethical and professional performance competence as an entry level practitioner in professional practice and disease management -health promotion settings.
- Achieves a minimum overall average score of 85. Overall scores for each rotation and professional development programming are determined utilizing rubrics and objective scores from core competencies (60%) and subjective performance ratings (40%). All VUMC Dietetic Internship Program requirements Graduate coursework for all associated MEd courses as confirmed by Vanderbilt University. The maximum timeframe for completion of MEd/DI program requirements is within 23 months (150% of the program length).
- All financial obligations are met as confirmed by Vanderbilt University.
- Completion of the Commission on Dietetic Registration Exit Packet including Registration Eligibility Application Form, RDNE and RDE Mis-Use Form, and demographic information on the CDR REPS portal

- Official Graduate Degree Transcript from Peabody College of Vanderbilt University

Graduation events are scheduled in coordination with Vanderbilt University's Peabody College.

VERIFICATION STATEMENT REQUIREMENTS AND PROCEDURES

Upon successful completion of the MEd/DI program, the VUMC Dietetic Internship Program Director will provide each student with an official verification statement via email in PDF format. Five official verification statements will be sent via mail for use when applying for employment and/or state licensure. The VUMC Dietetic Internship will maintain a PDF copy of the official verification statement in the graduate's SharePoint folder.

Following completion of the MEd/DI program, the VUMC Dietetic Internship director submits (for each graduate) an online computerized Candidate Eligibility Application to the Commission on Dietetic Registration (CDR) for verification of eligibility to take the credentialing exam for Registered Dietitian Nutritionists. Through the REPS On-Line System, the following will be submitted as PDF attachments/files to CDR:

- Candidate Eligibility Application
- Verification Statements DPD and DI
- Official Undergraduate Degree Transcript or Foreign Degree Equivalency Statement/Documentation
- Official Graduate Degree Transcript from Peabody College of Vanderbilt University

The Commission on Dietetic Registration will send the VUMC Dietetic Internship director an emailed acknowledgement of the REPS On-Line submission and the supportive documentation. Graduates receive notification from CDR with approval to schedule the credentialing exam at a Pearson VUE testing center. The entire process may take 5-10 business days. However, should the class be randomly audited, acknowledgement of eligibility may take up to 2 weeks.

National Registration Examination

The VUMC Dietetic Internship uses the Inman Study Guide for test preparation. Per CDR recommendations, interns are encouraged to use more than one resource for exam readiness preparation. A resource listing of additional resources is available in Canvas..

Once CDR has approved the graduate to take the registration examination, the individual receives the application to take the exam from Pearson VUE. The graduate completes the application, submits the required examination fees to Pearson VUE and schedules the exam appointments at any approved testing site throughout the US.

Licensure

Following successful passing of the credentialing exam, state laws for licensure may be required for practice. State specific licensure information is provided by CDR per this link:

<https://www.cdrnet.org/state-licensure>

Appendix A

Vanderbilt University Medical Center Dietetic Internship Program Equitable Treatment Policy

The Vanderbilt University Medical Center Dietetic Internship Program (“The Vanderbilt DI”) is committed to training future nutrition practitioners to connect food and nutrition knowledge to real-world situations, focusing on health equity and health literacy. Through reflection, hands-on-hands-on experiences, and faculty-preceptor mentoring, students learn to use their voices as leaders in diverse practice settings where food and nutrition advocacy matters. As a program, we value the voice of each student and the diversity of our learning community.

This policy describes The Vanderbilt DI’s commitment to Equitable Treatment and outlines the steps The Vanderbilt DI will take to create and maintain a supportive environment for enrolled students. The policy applies to all program stakeholders including students, faculty members, and program preceptors. All individuals who participate in the work and mission of Vanderbilt University Medical Center (“VUMC”) are expected to adhere to the Code of Conduct, which is available here: [Vanderbilt University Medical Center Code of Conduct](#).

We believe the varied identities and the differences of each student, faculty member, and preceptor, including but not limited to race, ethnicity, national origin, gender/gender identity, sexual orientation, religion, disability, size, age, veteran status, political affiliation, family or marital status, and socioeconomic status, strengthen our program and enhance our ability to graduate health care professionals who mirror the diverse populations they serve.

The Vanderbilt Dietetic Internship Program will strive to establish and maintain an environment that:

- Fosters the development of each student’s individual competency and skill
- Requires productive and mutually respectful interactions
- Acknowledges the performance and contributions of stakeholders (faculty, preceptors, students)
- Supports students and preceptors with the tools and resources needed to thrive in their respective roles
- Encourages enrolling and/or partnering with students and preceptors from diverse and underrepresented groups of students and preceptors

To establish and maintain an educational and supervised practice environment in which all students can thrive, faculty members with the support of ACEND resources, will be required to attend annual diversity, equity, and inclusion training. Training will also be made available to preceptors. The Vanderbilt DI Program is e committed to ensuring program faculty and preceptors are equipped to provide equitable treatment to all students.

The Vanderbilt DI Program is committed to developing all students’ ability to practice as

compassionate and respectful entry-level providers. All students will have access to program resources, trainings, and support services regardless of their backgrounds.

The Vanderbilt DI Program does not tolerate discrimination and holds each faculty member, preceptor, and student responsible for respectfully communicating. Students are surveyed throughout the program year and invited to provide feedback on their rotation and professional development experiences. The program faculty is encouraged to use student feedback to address concerns about equitable treatment and improve any areas where equitable treatment may not have been achieved. Preceptors are also encouraged to connect with faculty members to share formal and informal suggestions for the improvement of program culture and climate.

Appendix B

Professional Demeanor and Performance Evaluation Form and Notification of Professional Demeanor and Performance Concern

Professional Demeanor and Performance Evaluation (PDPE) Criteria and Scoring of the PDPE

Name of Student: _____

Date: _____

Name of Evaluator: _____

Co-Signer(s): _____

Note: A rating below four (4) in any of the following categories or subcategories automatically subjects the student to a meeting with the VUMC Dietetic Internship (DI) faculty team, as well as a Notification of Professional Demeanor and Performance Concern as described in the d (PDRP) section of the DI Handbook. The following categories are related to interactions with the DI Faculty team, preceptors, presenters, student peers, or anyone else that a student interacts with during the internship program.

Category 1: Openness to New Ideas (*Rated from Closed [1] to Open [5] with examples of demonstrated behavior*)

Student Rating (Please Circle)	1	2	3	4	5
Examples:	Defensive or evasive towards constructive feedback.			Accepts constructive feedback without defensiveness.	Openly accepted constructive feedback and appreciated others' perspectives.
	Refusal of outside perspective.		Responds to others' perspectives after demeanor being addressed, then reverts to refusal at a different encounter.	Was responsive to discussion of others' opinions and perspectives.	Asked for other's opinions with sincerity.

	Showed no evidence of incorporating constructive feedback to change own behavior.	Showed little evidence of incorporating constructive feedback received to change own behavior.		Some evidence of effort to incorporate relevant feedback received to change own behavior.	Showed strong evidence of incorporation of feedback received to change own behavior.
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Category 2: Flexibility (Rated from Inflexible [1] to Flexible [5] with examples of demonstrated behavior)

Student Rating (Please Circle)	1	2	3	4	5
Examples:	Showed no effort to recognize changing demands in the professional, interpersonal, and classroom environment.	Showed little effort to recognize changing demands in the professional, interpersonal, and classroom environment.	Effort to recognize changing demands in the professional, interpersonal, and classroom environment was evident but appeared hesitant.		Showed clear effort to recognize changing demands in the professional, interpersonal, and classroom environment.
	Showed no effort to flex own response to changing environmental demands.	Showed little effort to flex own response to changing environmental demands.	Effort to flex own response to new environmental demands was somewhat evident but appeared hesitant.		Showed clear effort to flex own response to changing environmental demands as needed.
	Refused to flex own response to changing environmental demands despite knowledge of the need for change.		Flexed own response to changing environmental demands only when repeatedly directed to do so.		Independently monitored the environment for changing demands and flexed own response accordingly.

	Was intolerant of unforeseeable or necessary changes in established schedule or protocol.		Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them (resentment may be present).		Attempts to understand needs for change in established schedule or protocol and avoids resentment.
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Category 3: Cooperativeness with Others (Rated from Uncooperative [1] to Cooperative [5] with examples of demonstrated behavior)

Student Rating (Please Circle)	1	2	3	4	5
Examples:	Showed no engagement in collaborative activities with peers, preceptors, presenters, and/or DI Faculty.	Showed little engagement in collaborative activities.	Engaged in collaborative activities but with continuous prompting to achieve minimum input.		Worked actively toward reaching consensus in collaborative activities.
	Undermined goal achievement in collaborative activities; unwilling to compromise in collaborative activities; continuous negative input to group setting.		Accepted but would not initiate compromise in collaborative activities; focused on own part in collaborative activities.		Was willing to initiate compromise to reach group consensus and address entire groups concerns.

Category 4: Willingness to Accept and Use Constructive Feedback (Rated from Unwilling [1] to Willing [5] with examples of demonstrated behavior)

Student Rating (Please Circle)	1	2	3	4	5
Examples:	Discouraged feedback from others through defensiveness and anger.		Initially receptive to feedback, though reverted to previous behavior.	Was receptive to feedback from preceptors, presenters, and DI Faculty.	Invited feedback by direct request and positive acknowledgement when received.
	Showed no evidence of incorporation of feedback received from DI faculty team, preceptors, or other leadership.	Showed little evidence of incorporation of feedback.		Showed evidence of incorporating feedback from others into own views and behaviors.	Showed much evidence of active incorporation of leadership feedback received into own views and behaviors.
	Took feedback contrary to own position as personal offense.		Showed defensiveness to feedback through over-explanation of own actions (may demonstrate anger).		Demonstrated a balanced willingness to give and receive leadership feedback.

Category 5: Awareness of Own Impact on Others (Rated from Unaware [1] to Aware [5] with examples of demonstrated behavior)

Student Rating (Please Circle)	1	2	3	4	5
Examples:	Words and actions reflected no concern for how others were	Words and actions reflected little concern for how others were	Effort to determine how own words and actions impacted others	Effort toward recognition of how own words and actions impacted others.	Empathetic in interactions with others.

	impacted by them.	impacted by them.	was evident but inaccurate.		
	Blatantly ignored supervisory feedback about how words and actions were negatively impacting others.	Responded to feedback about how words/actions impact others, though only for a short period of time.	Responded to feedback regarding negative impact of own words and actions on others, but with communicated resentment.	Incorporates feedback regarding impact of own words and behaviors to effect positive change.	Initiates feedback from others regarding impact of own words and behaviors.
	Routinely making statements that contradict previous statements, or place others in uncomfortable in unprofessional situations.		Routinely making statements that offer confusing or conflicting information.	Clear communication and/or demonstrated awareness and ability to take responsibility for conflicting statements.	

Category 6: Ability to Professionally Handle Conflict *(Rated from Unable [1] to Able [5] with examples of demonstrated behavior)*

Student Rating (Please Circle)	1	2	3	4	5
Examples:	Was unable or unwilling to consider others' points of view.		Some attempt but unable to grasp conflicting points of view.	Willing and able to consider others' points of view in effort to deal with conflict.	Highly motivated to seek out others' points of view in dealing with conflict.
	Showed no willingness to examine own role in a conflict.		Would examine own role in a conflict but only when directed to do so.		Very willing to examine own role in a conflict.
	Ignored leadership advisement if not in agreement with		Displayed limited responsiveness to supervision in a		Was consistently open to leadership critique about own

	own position.		conflict.		role in a conflict.
	Showed no effort at problem solving personal, academic, or DI related issues.		Participated in problem solving but only when directed.		Initiated problem-solving efforts during times of conflict or concern.
	Displayed hostility when conflicts were addressed.		Showed occasional hostility when conflicts were addressed.		Actively participated in problem-solving efforts.

Category 7: Ability to Accept Personal Responsibility (Rated from Unable [1] to Able [5] with examples of demonstrated behavior)

Student Rating (Please Circle)	1	2	3	4	5
Examples:	Refused to admit mistakes or examine own contribution to problems.	Was willing to examine own role in problems initially, then reverted to refusal.	Was willing to examine own role in problems consistently after being informed to do so.		Monitored own level of responsibility in professional performance.
	Lied, minimized, or embellished the truth to extricate self from problems.			Was accurate and honest in describing own and others' roles in problems.	Invited constructive critique from others and applied it toward professional growth.
	Consistently blamed others for problems without self-examination.	Blames others initially, with limited self-examination about own role in problems.	Is able to utilize self-examination once directed to do so.	Was open to self-examination about own role in problems.	Accepted own role in negative aspects of a situation or conflict and responds to them as opportunity for self-improvement.

Category 8: Ability to Express Feelings in a Professional Manner, Effectively and Appropriately (Rated from Unable [1] to Able [5] with examples of demonstrated behavior)

Student Rating (Please Circle)	1	2	3	4	5
Examples:	Inappropriate and extreme emotional reactions towards others; or highly impulsive behaviors that put self or others at risk (emotionally or physically).	Expression of emotional instability on a semi-consistent basis.	Sporadic expression of emotional instability or inappropriate/extreme emotional reactions.	Appropriate expression of emotions conducive to the environment.	Skilled expression of emotions given normative or non-normative circumstances in which the individual has professional responsibilities.
	Showed no evidence of willingness and ability to articulate own feelings in a professional manner.		Showed some willingness and ability to articulate own feelings professionally, but with very limited range.		Was consistently willing and able to articulate the full range of own feelings.
	Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.		Showed some willingness and ability to acknowledge others' feelings but was inaccurate.	Showed evidence of willingness and accurate ability to acknowledge others' feelings.	Highly motivated and with accurate ability to acknowledge others' feelings.
	Acted out negative feelings through negative behaviors rather than articulating feelings.		Expressions of feeling at times that were inappropriate to the setting.	Expression of own feelings/actions were appropriate to the setting.	Initiated discussion of own feelings with leadership if feelings were causing concern in daily activities.

Category 9: Acceptable and Timely Communication with DI Faculty Team (Rated from Not Acceptable [1] to Always Meets Acceptable [5] with examples of demonstrated behavior)

Student Rating (Please Circle)	1	2	3	4	5	
Examples:	Regularly missed classes without approved absence from DI Faculty.		Missed class or rotations days multiple times without providing adequate information to DI Faculty.		Attended all class meetings with excellent participation, or with excused absences from DI Faculty.	
	Regularly was late to class/rotations without approved excuse or contact to DI Faculty.				Arrived at class days and rotations on time throughout program.	
	Consistently missed deadlines for assignments.			Met deadlines for assignments.		
	Failed to meet minimal expectations for assignment(s).	Often failed to meet minimal expectations for assignment(s).	Only with extensive coaching met the minimal expectations for assignment(s).	Met expectations in assigned work.	Exceeded expectations in assigned work.	
	Ignored faculty communication of concerns related to program coursework, paperwork, or milestones.		Responded to faculty communication but did not address concerns related to program coursework, paperwork, or milestones.	Responded and immediately addressed concerns related to program coursework, paperwork, or milestones.	Demonstrated self-direction in ensuring completion of program coursework, paperwork, or milestones.	

Category 10: Ability to Professionally Conduct Oneself While Using Technology (Rated from Unable [1] to Able [5] with examples of demonstrated behavior)

Student Rating (Please Circle)	1	2	3	4	5
Examples:	Uses personal phone for texting, phone calls, emails, or other forms of communication during unacceptable times of rotations or class days (examples of acceptable times: lunch break, class breaks).				Does not use personal phone during unacceptable times of rotations or class days.
	Uses phone or computer for personal use (shopping, social media, etc.) during unacceptable times of rotations or class days (examples of acceptable times: lunch break, class breaks).				Does not use phone or computer for personal use during unacceptable times of rotations or class days.
	Interacting in outside conversations or using personal devices while participating in a virtual meeting/class day/presentation.				Remains present and participating during virtual conversation/presentation
	Does not practice proper remote etiquette while participating in a virtual setting (proper background setting, dressed in scrubs or business casual, full face is in frame of camera, etc.)				Practices proper remote etiquette while participating in a virtual setting.

The evaluation form listed above was adapted with the permission from the Human Development Studies program at Vanderbilt University, in Nashville, TN.

Notification of Professional Demeanor and Performance Concern

To (Notified Student): _____

From: VUMC Dietetic Internship Faculty Team

- I. This form is to notify you that your professional demeanor and performance in the Professional Demeanor Review Process (PDRP) section of the DI Handbook is rated below a four (4) in the following circled area(s):
 - 1) Openness to New Ideas
 - 2) Flexibility
 - 3) Cooperativeness with Others
 - 4) Willingness to Accept and Use Constructive Feedback
 - 5) Awareness of Own Impact on Others
 - 6) Ability to Professionally Handle Conflict
 - 7) Ability to Accept Personal Responsibility
 - 8) Ability to Express Feelings in a Professional Manner, Effectively and Appropriately
 - 9) Acceptable and Timely Communication with DI Faculty Team
 - 10) Ability to Professionally Conduct Oneself While Using Technology

II. Description of Actions:

III. Performance Changes Required (Describing specific performance changes needed in each area rated below a four (4):

IV. Plan of Action (Describing all necessary steps to be taken to assist the student in making the required changes specified in Section III above, including a schedule for their re-evaluation):

V. Signatures (Indicating that the student and faculty representatives have met to discuss this notification, that all parties agree to the terms listed above, and that the student has received a completed copy):

Date: _____

Student: _____

Faculty Representative: _____

Faculty Representative: _____

Faculty Representative: _____

CPiAH Representative: _____

The notification form listed above was adapted with the permission of the Human Development Studies program at Vanderbilt University's Peabody College, in Nashville, TN.

Appendix C

VUMC Credo

CREDO AND BEHAVIORS

We provide excellence in health care, research and education. We treat others as we wish to be treated. We continuously evaluate and improve our performance.

- I make those I serve my highest priority
- I respect privacy and confidentiality
- I communicate effectively
- I conduct myself professionally
- I have a sense of ownership
- I am committed to my colleagues

Appendix D

Code of Ethics: The Nutrition and Dietetics Profession (revised 2018)

Preamble:

Code of Ethics for the Nutrition and Dietetics Profession Effective Date: June 1, 2018 Preamble: When providing services the nutrition and dietetics practitioner adheres to the core values of customer focus, integrity, innovation, social responsibility, and diversity. Science-based decisions, derived from the best available research and evidence, are the underpinnings of ethical conduct and practice.

This Code applies to nutrition and dietetics practitioners who act in a wide variety of capacities, provides general principles and specific ethical standards for situations frequently encountered in daily practice. The primary goal is the protection of the individuals, groups, organizations, communities, or populations with whom the practitioner works and interacts.

The nutrition and dietetics practitioner supports and promotes high standards of professional practice, accepting the obligation to protect clients, the public and the profession; upholds the Academy of Nutrition and Dietetics (Academy) and its credentialing agency the Commission on Dietetic Registration (CDR) Code of Ethics for the Nutrition and Dietetics Profession; and shall report perceived violations of the Code through established processes.

The Academy/CDR Code of Ethics for the Nutrition and Dietetics Profession establishes the principles and ethical standards that underlie the nutrition and dietetics practitioner's roles and conduct. All individuals to whom the Code applies are referred to as "nutrition and dietetics practitioners". By accepting membership in the Academy and/or accepting and maintaining CDR credentials, all nutrition and dietetics practitioners agree to abide by the Code.

Principles and Standards:

1. Competence and professional development in practice (Non-maleficence) Nutrition and dietetics practitioners shall:

- a. Practice using an evidence-based approach within areas of competence, continuously develop and enhance expertise, and recognize limitations.
- b. Demonstrate in depth scientific knowledge of food, human nutrition and behavior.
- c. Assess the validity and applicability of scientific evidence without personal bias.
- d. Interpret, apply, participate in and/or generate research to enhance practice, innovation, and discovery.
- e. Make evidence-based practice decisions, taking into account the unique values and circumstances of the patient/client and community, in combination with the practitioner's expertise and judgment.
- f. Recognize and exercise professional judgment within the limits of individual qualifications and collaborate with others, seek counsel, and make referrals as appropriate.

- g. Act in a caring and respectful manner, mindful of individual differences, cultural, and ethnic diversity.
- h. Practice within the limits of their scope and collaborate with the inter-professional team evidence-based practice decisions, taking into account the unique values and circumstances

2. Integrity in personal and organizational behaviors and practices (Autonomy) Nutrition and dietetics practitioners shall:

- a. Disclose any conflicts of interest, including any financial interests in products or services that are recommended. Refrain from accepting gifts or services which potentially influence or which may give the appearance of influencing professional judgment.
- b. Comply with all applicable laws and regulations, including obtaining/maintaining a state license or certification if engaged in practice governed by nutrition and dietetics statutes.
- c. Maintain and appropriately use credentials.
- d. Respect intellectual property rights, including citation and recognition of the ideas and work of others, regardless of the medium (e.g. written, oral, electronic).
- e. Provide accurate and truthful information in all communications.
- f. Report inappropriate behavior or treatment of a patient/client by another nutrition and dietetics practitioner or other professionals.
- g. Document, code and bill to most accurately reflect the character and extent of delivered services.
- h. Respect patient/client's autonomy. Safeguard patient/client confidentiality according to current regulations and laws.
- i. Implement appropriate measures to protect personal health information

3. Professionalism (Beneficence) Nutrition and dietetics practitioners shall:

- a. Participate in and contribute to decisions that affect the well-being of patients/clients.
- b. Respect the values, rights, knowledge, and skills of colleagues and other professionals.
- c. Demonstrate respect, constructive dialogue, civility and professionalism in all communications, including social media.
- d. Refrain from communicating false, fraudulent, deceptive, misleading, disparaging or unfair statements or claims.
- e. Uphold professional boundaries and refrain from romantic relationships with any patients/clients, surrogates, supervisees, or students.
- f. Refrain from verbal/physical/emotional/sexual harassment.
- g. Provide objective evaluations of performance for employees, coworkers, and students and candidates for employment, professional association memberships, awards, or scholarships, making all reasonable efforts to avoid bias in the professional evaluation of others.
- h. Communicate at an appropriate level to promote health literacy.

- i. Contribute to the advancement and competence of others, including colleagues, students, and the public

**4. Social responsibility for local, regional, national, global nutrition and well-being (Justice)
Nutrition and dietetics practitioners shall:**

- a. Collaborate with others to reduce health disparities and protect human rights.
- b. Promote fairness and objectivity with fair and equitable treatment.
- c. Contribute time and expertise to activities that promote respect, integrity, and competence of the profession.
- d. Promote the unique role of nutrition and dietetics practitioners.
- e. Engage in service that benefits the community and to enhance the public's trust in the profession.
- f. Seek leadership opportunities in professional, community, and service organizations to enhance health and nutritional status while protecting the public.

Code of Ethics Glossary of Terms:

Autonomy: ensures a patient, client, or professional has the capacity and self-determination to engage in individual decision making specific to personal health or practice.

Beneficence: encompasses taking positive steps to benefit others, which includes balancing benefit and risk.

Competence: a principle of professional practice, identifying the ability of the provider to administer safe and reliable services on a consistent basis.

Conflict(s) of Interest(s): defined as a personal or financial interest or a duty to another party which may prevent a person from acting in the best interests of the intended beneficiary, including simultaneous membership on boards with potentially conflicting interests related to the profession, members or the public.

Customer: any client, patient, resident, participant, student, consumer, individual/person, group, population, or organization to which the nutrition and dietetics practitioner provides service.

Diversity: "The Academy values and respects the diverse viewpoints and individual differences of all people. The Academy's mission and vision are most effectively realized through the promotion of a diverse membership that reflects cultural, ethnic, gender, racial, religious, sexual orientation, socioeconomic, geographical, political, educational, experiential, and philosophical characteristics of the public it services. The Academy actively identifies and offers opportunities to individuals with varied skills, talents, abilities, ideas, disabilities, backgrounds, and practice expertise."

Evidence-based Practice: Evidence-based practice is an approach to health care wherein health practitioners use the best evidence possible, i.e., the most appropriate information available, to make decisions for individuals, groups, and populations. Evidence-based practice values, enhances and builds on clinical expertise, knowledge of disease mechanisms, and pathophysiology. It involves complex and conscientious decision-making based not only on the available evidence but also on client characteristics, situations, and preferences. It recognizes that health care is individualized and ever changing and involves uncertainties and probabilities. Evidence-based practice incorporates successful strategies that improve client outcomes and are derived from various sources of evidence including research, national guidelines, policies, consensus statements, systematic analysis of clinical experience, quality improvement data, specialized knowledge, and skills of experts.

Justice (social justice): supports fair, equitable, and appropriate treatment for individuals and fair allocation of resources.

Non-Maleficence: is the intent to not inflict harm.

Code of Ethics References:

1. Fornari A. Approaches to ethical decision-making. *J Acad Nutr Diet.* 2015;115(1):119-121.
2. Academy of Nutrition and Dietetics Definition of Terms List. June, 2017 (Approved by Definition of Terms Workgroup Quality Management Committee May 16, 2017). Accessed October 11, 2017.
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3. Academy of Nutrition and Dietetics: Revised 2017 Standards of Practice in Nutrition Care and Standards of Professional Performance for Registered Dietitian Nutritionists. *J Acad Nutr Diet.* 2018; 118: 132-140.
4. Academy of Nutrition and Dietetics “Diversity Philosophy Statement” (adopted by the House of Delegates and Board of Directors in 1995).

Appendix E

Honor Code of the VUMC Center for Programs in Allied Health / Academic Integrity

Students are admitted into VUMC programs based on their level of maturity and desire to become health care professionals. They are expected to demonstrate the highest level of honesty and ethical behavior. Plagiarism and cheating will not be tolerated. Such acts (and acts such as those listed below) will warrant an investigation, and findings will be presented to the Director of the Center for Programs in Allied Health for review. Appropriate disciplinary action will be determined by the Director of the Center for Programs in Allied Health, in consultation with the Program Director and any course-related faculty. Students may appeal the decision of the Director of the Center for Programs in Allied Health to the VUMC Executive Vice President for Educational Affairs. The decision of the VUMC Executive Vice President for Educational Affairs is final.

Student probation or dismissal from the program may result from concerns such as the following (this list is not exhaustive, but is provided as an example of violations of academic integrity expectations):

- Violation of standards of professionalism and academic integrity
- Cheating on an examination, test, or written project
- Plagiarizing (incorporating into one's own work the work of another without identifying the source) in an assigned paper, report, or project
- Submitting work prepared by another person as one's own (including use of texts, papers, computer programs, or other class work prepared by commercial or noncommercial agents)
- Submitting work prepared for another course without the specific prior authorization of the instructor of the course for which work is to be completed.
- Falsely reporting personal illness or work hours
- Falsification of results of study and research
- Alcohol and /or other substance abuse
- Patient Confidentiality (HIPAA) Violations – Based on institutional policy, students violating HIPAA regulations relating to patient confidentiality may be placed on probation or dismissed from the program depending on the severity of the violation.
- Other actions that may warrant discipline ranging from probation to immediate dismissal from the program.
- Actions, including but not limited to dishonesty, violation of the law, material risks to Vanderbilt University Medical Center operations or to the safety or well-being of oneself or others.

Appendix F

Syllabus for the Dietetic Internship

VANDERBILT  UNIVERSITY
MEDICAL CENTER

Center for Programs in Allied Health

SYLLABUS

Dietetic Internship

DIPD2425, DIDM2425, DIHP2425

Dates: July 15th, 2024 – June 7th, 2025

Meeting Times: Supervised practice and professional development day schedules are designed around 8-hour schedules. Rotation specific schedules are available to students on the Canvas course site.

Location: Supervised practice rotations occur in numerous sites across the VUMC campus and in the Nashville community. Professional Development Day training experiences primarily occur in Light Hall, Room 425 and in various sites in the Nashville community. Rotation schedules and site locations are posted on the Canvas course site.

Instructor: Kerri Baxter, MS, RDN, LDN, CNSC
Program Director, Disease Management

Instructor's Email: kerri.n.baxter@vumc.org

Instructor: Katie Hinton, EdD, MS, RDN, LDN
Educational Coordinator, Health Promotion

Instructor's Email: katherine.r.hinton@vumc.org

Instructor: Samantha White, MS, RDN, LDN
Educational Coordinator, Disease Management

Instructor's Email: samantha.white@vumc.org

Total Clock Hours: 1200

Total Credit Hours: NA

Total Outside Hours: None

Prerequisite(s): None

Delivery Mode: Residential

Course Description:

The Vanderbilt University Medical Center (VUMC) Dietetic Internship Program is a post-baccalaureate certificate program within a comprehensive medical center and healthcare organization. The Dietetic Internship utilizes a competency-based curriculum; designed to ensure the students develop the breadth and depth of knowledge and skills needed for entry level practice as registered dietitian nutritionists. Fifty core competencies are the cornerstones for rotations, workshops, and hands-on activities.

The VUMC Dietetic Internship Program is aligned with a master's program in Human Development Studies at Peabody College of Vanderbilt University. The Dietitian/Nutritionist Specialization (MEd/DI) track is a 4 semester, capstone-based masters. The Dietetic Internship provides 8 credits towards a 30- hour masters. The combined MEd/DI will provide students eligibility to take the registration exam for Registered Dietitian Nutritionists and will equip graduates to work at the forefront of food and nutrition practice.

The Dietetic Internship Program's course includes a fall and spring semester. In the fall, students begin rotations in disease management or health promotion, each of which are a collection of designated practice areas in which students either work in clinical settings or community settings. In the spring, students transition from disease management to health promotion or from health promotion to disease management. Before rotations begin, all interns complete an orientation series (Rotation Readiness) preparing them for rotation experiences. Professional development class days are scheduled consistently throughout the program and include workshops, simulations, case studies, and interprofessional meetings to supplement training in rotations. Rotation training sites are on the Vanderbilt campus and in the Nashville community. By the end of the program, students will complete 4 weeks of entry level and 2 weeks of concentration practice experiences; demonstrating their readiness to practice as an entry level practitioner in disease management and/or health promotion settings.

Internship faculty plan the curriculum and guide supervised practice experiences. Areas of focus include:

- Leadership
- Health literacy
- Clinical nutrition
- Comprehensive nutrition counseling
- Nutrition support

The VUMC Dietetic Internship Program has a robust supervised practice network of preceptors and instructors who serve as role models and donate their time and expertise to train the next generation of Registered Dietitian Nutritionists. Students enrich their rotation settings by providing patient care, education, and completing projects of benefit to the institutions. With an emphasis on education and health literacy, the Dietetic Internship Program also brings value to the community by training future Registered Dietitian Nutritionists to translate science-based food and nutrition information for the public.

Key Instructional Resources and Materials:

Core competencies from the Accreditation Council for Education in Nutrition and Dietetics (ACEND) provide the foundation for development of instructional resources and selection of materials for rotations and Professional Development training (e.g. workshops, simulations, case studies).

Required Textbooks				
Title	Author	ISBN/Publisher	Year	Estimated Cost*
Pocket Guide to Nutrition Assessment, 4 th Edition	Pamela Charney, PhD, RD; Ainsley M. Malone, MS, RD, CNSC	978-0-88091-069-9 Academy of Nutrition and Dietetics	2022	\$29.99 Academy Member Price
Choose your Foods: Food Lists for Diabetes	American Diabetes Association & Academy of Nutrition and Dietetics	978-1-58040-738-0 Academy of Nutrition & Dietetics	2019	\$2.99 Academy Member Price
Pediatric Nutrition Reference Guide, 13 th edition	Texas Children’s Hospital		2022	\$35.00
Publication Manual of the American Psychological Association, 7 th Edition	American Psychological Association	9781433832161 American Psychological Association	2019	\$31.99
*Prices checked on 3/11/2024. Visit the Academy of Nutrition and Dietetics, American Psychological Association, and Texas Children’s Hospital websites to check current prices				

Instructional Technology Resources:

- Canvas is the VUMC provided learning management system. Canvas houses all supervised practice rotation and professional development materials for students; which can be accessed using their VUMC ID and password.
- Additional technology tools students will need to access: Canva, Smart Phone with camera (e.g. iPhone, Samsung, Google Pixel), Video Editing Software (e.g. iMovie or Clipchamp), Zoom, and Microsoft Office Platforms available through VUMC (e.g. PowerPoint, Excel, Word, and Teams).

Learning Objective:

Demonstrate Competence in each of the Core Competencies for Registered Dietitian Nutritionists (CRDN). Upon completion of the supervised practice component of dietitian education, all graduates will be able to do the following:

<i>DOMAIN 1: Scientific and Evidence Base of Practice: Integration of scientific information and translation of research into practice.</i>
CRDN 1.1 Select indicators of program quality and/or customer service and measure achievement of objectives.
CRDN 1.2 Evaluate research and apply evidence-based guidelines, systematic reviews and scientific literature in nutrition practice
CRDN1.3 Justify programs, products, services and care using appropriate evidence or data.
CRDN 1.4 Conduct projects using appropriate research or quality methods, ethical procedures and data analysis utilizing current and/or new technologies methods, ethical procedures and data analysis.
CRDN 1.5 Incorporate critical thinking skills in overall practice
<i>DOMAIN 2 – Professional Practice Expectations: Beliefs, values, attitudes, and behaviors for the nutrition and dietetics practitioner level of practice.</i>
CRDN 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the Scope of Practice for the Registered Dietitian Nutritionist, Standards of Practice, Standards of Professional Performance, and Code of Ethics for the Professional of Nutrition and Dietetics
CRDN 2.2 Demonstrate professional writing skills in preparing professional communications
CRDN 2.3 Demonstrate active participation, teamwork and contributions in group settings
CRDN 2.4 Function as a member of interprofessional teams
CRDN 2.5 Work collaboratively with NDTRs and/or support personnel in other disciplines
CRDN 2.6 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice
CRDN 2.7 Apply change management strategies to achieve desired outcomes
CRDN 2.8 Demonstrate negotiation skills
CRDN 2.9 Actively contribute to nutrition and dietetics professional and community organizations.
CRDN 2.10 Demonstrate professional values in all areas of practice
CRDN 2.11 Show cultural humility in interactions with colleagues, staff, clients, patients and the public
CRDN 2.12 Implement culturally sensitive strategies to address cultural biases and differences
CRDN 2.13 Advocate for local, state or national legislative and regulatory issues or policies impacting the nutrition and dietetics profession
<i>DOMAIN 3 - Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations</i>

CRDN 3.1 Perform Medical Nutrition Therapy by utilizing the Nutrition Care Process including use of standardized nutrition terminology as part of the clinical workflow elements for individuals, groups, and populations of differing ages and health status, in a variety of settings
CRDN 3.2 Conduct nutrition focused physical exams
CRDN 3.3 Perform routine health screening assessments including measuring blood pressure, conducting waived point-of-care laboratory testing (such as blood glucose or cholesterol), recommending and/or initiating nutrition-related pharmacotherapy plans (such as modifications to bowel regimens, carbohydrate to insulin ratio, B12 or iron supplementation)
CRDN 3.4 Provide instruction to clients/patients for self-monitoring blood glucose, considering diabetes medication and medical nutrition therapy plan
CRDN 3.5 Explain the steps involved and observe the placement of nasogastric or nasoenteric feeding tubes; if available, assist in the process of placing nasogastric or nasoenteric feeding tubes
CRDN 3.6 Conduct a swallow screen and refer to the appropriate health care professional for full swallow evaluation when needed
CRDN 3.7 Demonstrate effective communication and documentation skills for clinical and client services in a variety of formats and settings, which include telehealth and other information technologies and digital media
CRDN 3.8 Design, implement and evaluate presentations to a target audience
CRDN 3.9 Develop nutrition education materials that are culturally and age appropriate and designed for the literacy level of the audience
CRDN 3.10 Use effective education and counseling skills to facilitate behavior change
CRDN 3.11 Develop and deliver products, programs, or services that promote consumer health, wellness and lifestyle management
CRDN 3.12 Deliver respectful, science based answers to client/patient questions concerning emerging trends
CRDN 3.13 Coordinate procurement, production, distribution and service of goods and services, demonstrating and promoting responsible use of resources
CRDN 3.14 Develop and evaluate recipes, formulas, and menus for acceptability and affordability that accommodate the cultural diversity and health needs of various populations, groups and individuals
<i>DOMAIN 4 - Practice Management and Use of Resources: Strategic application of principles of management and systems in the provision of services to individuals and organizations.</i>
CRDN 4.1 Participate in management functions of human resources (such as hiring, training and scheduling).
CRDN 4.2 Perform management functions related to safety, security and sanitation that affect employees, clients, patients, facilities and food.
CRDN 4.3 Conduct clinical and customer service quality management activities (such as quality improvement or quality assurance projects).
CRDN 4.4 Apply current nutrition information technologies to develop, manage and disseminate nutrition information and data
CRDN 4.5 Analyze quality, financial and productivity data for use in planning

CRDN 4.6 Propose and use procedures as appropriate to the practice setting to promote sustainability, reduce waste and protect the environment
CRDN 4.7 Conduct feasibility studies for products, programs or services with consideration of costs and benefits
CRDN 4.8 Develop a plan to provide or develop a product, program or service that includes a budget, staffing needs, equipment and supplies.
CRDN 4.9 Engage in the process for coding and billing for nutrition and dietetics services to obtain reimbursement from public or private payers, fee-for-service and value-based payment systems
CRDN 4.10 Analyze the risk in nutrition and dietetics practice (such as risks to achieving set goals and objectives, risk management plan, or risk due to clinical liability or foodborne illness).
<i>DOMAIN 5 - Leadership and Career Management: Skills, strengths, knowledge and experience relevant to leadership potential and professional growth for the nutrition and dietetics practitioner</i>
CRDN 5.1 Perform self- assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement
CRDN 5.2 Identify and articulate one's skills, strengths, knowledge and experiences relevant to the position desired and career goals
CRDN 5.3 Prepare a plan for professional development according to Commission on Dietetic Registration guidelines
CRDN 5.4 Advocate for opportunities in the professional settings (such as asking for additional responsibility, practicing negotiating a salary or wage or asking for a promotion)
CRDN 5.5 Demonstrate the ability to resolve conflict
CRDN 5.6 Promote team involvement and recognize the skills of each member
CRDN 5.7 Mentor others
CRDN 5.8 Identify and articulate the value of precepting

Method of Instruction:

- Didactic Lecture - Instructional hours consisting of new principles.
- Simulation Laboratory - Instructional hours consisting of supervised student practice of previously introduced principles during which practical skills and knowledge are practiced using simulations.
- Experiential Learning Rotations - Instructional hours consisting of supervised student practice of previously introduced principles during which practical skills and knowledge are practiced.

Each aspect of the Dietetic Internship including the Health Promotion and Disease Management Rotations and the Professional Development Experiences will include a combination of didactic and experiential learning instruction methods. Simulation training is also incorporated into each aspect of the internship as available.

Method of Evaluation:

Supervised practice rotations vary in length from 1 -2 weeks. Preceptors supervise student experiences on rotations. This includes orientation to the practice setting, review of the competency and grading forms, projects, rotation specific readings/materials and a discussion of the students' rotation goals and job ready skills.

Professional development programming is designed, coordinated and evaluated by Internship Faculty to enrich job ready skills development in disease management-health promotion practice settings. Professional development experiences (e.g. workshops, class) may be delivered in person or virtually. Virtual experiences will be conducted using a video conferencing platform (e.g. Zoom, Teams). Students will be considered absent if joining the remote experience without their cameras on and/or while traveling or completing other activities.

Competency based experiences associated with Professional development programming include:

- Professional Development Day (class)
- Literature Research Review and Presentation of Findings
- Research & Development of a Clinical Case Study and Pilot Proposal Project
- Interprofessional Case Collaborations or Community Service Collaborations
- Leadership Co-Chair

Supervised practice and professional development programming are pre-planned and attendance and/or project completion is required.

Students submit all rotation-related documentation (e.g. orientation checklist, rotation assignments, created materials, competency form) via SharePoint, a secure cloud sharing platform, which they can access using their VUMC ID's and passwords. Each student has an individual SharePoint folder for every rotation (which their preceptor, program director and educational coordinators can also access using their VUMC ID's and passwords). Preceptors grade projects, score rubrics and complete rotation specific competency forms in the students secure SharePoint folder.

Rotation performance evaluations are conducted within 14 business days of the rotation completion. Students should notify the rotation's educational coordinator if the evaluation is late. The evaluation may occur in person or virtually using a video conferencing platform (e.g. Zoom, Teams). During the evaluation, the student and preceptor identify areas for continued development as well as job ready skills gained during the rotation. Both the preceptor and the student sign the competency form. The Internship Director and/or educational coordinator may participate in the evaluation (e.g. every 3rd evaluation conference and/or at the request of the preceptor or student).

Students should notify the educational coordinator (via email or SharePoint file tagging) after the evaluation is completed and the competency form is signed by the student and preceptor. This message signals to the educational coordinator that grading information can be recorded.

Grading Scale:

Rotation grading is completed at the end of each rotation, before the evaluation conference is completed. Preceptors evaluate the students' performance based on written projects, rubrics,

quizzes, etc. using the following grading scale:

Scale	Grade	Definition
100-90%	A	Excellent
89-80%	B	Good
79-70%	C	Satisfactory
69-0%	F	Failing

Additionally, the preceptor provides a professional assessment of the students' ability to function within each practice domain. The performance levels for the practice domains are:

Scale	Definition
Minimal Competence	Needs assistance on many projects; requires guidance to achieve pre-determined objectives
Developing Competence	Performs all activities with some assistance; generally, achieves pre-determined objectives
Competent	Performs all activities correctly; works w/minimum assistance once guidelines are established; meets pre-determined objectives
Mastery of Competence	Performs all activities w/great accuracy; works independently once guidelines are established; exceeds pre-determined objectives

Internship Faculty translate preceptor professional assessment scale into objective scores as follows:

Scale	Grade
Minimal Competence	65 = F
Developing Competence	75 = C
Competent	85 = B
Mastery of Competence	100 = A

Overall scores for each rotation and professional development programming are determined utilizing rubrics and objective scores from core competencies (60%) and subjective performance ratings (40%). These are accessible to students at any time, monitored by Internship Faculty and discussed with students during conferences with Internship Faculty. Additional details on scoring expectations are available in the Dietetic Internship Handbook.

Attendance Policy:

Timely and regular attendance is an expectation of performance. To meet expected training requirements (supervised practice and clock hours), interns are expected to work all assigned hours in rotations and community events and be present for the entirety of each professional development class day, community event or conference, including professional meetings. Interns will not be permitted to be complete supervised practice hours in rotation on days are not scheduled in order to accumulate time to take off later.

Attendance is monitored on a regular basis by VUMC Dietetic Internship Faculty. Any patterns of excessive tardiness are discussed immediately as tardiness disrupts work areas and results in lost learning time and experiences. Rotation scores may be reduced 5% for a pattern of excessive tardiness to that rotation. Excessive tardiness is defined as a pattern of three or more unexcused

late arrivals.

Make up time must be scheduled for all unexcused absences. In the event of illness or anticipated late arrivals, the internship director and/or educational coordinator(s), rotation preceptor must be contacted via phone or text before the scheduled time.

If a student leaves a rotation early (i.e. work less than a full rotation day) they are expected to contact the educational coordinator(s) via text or email; there may be opportunities to train/assist in other areas.

Definitions:

- **Absent:** A student is deemed absent when unavailable for work as assigned/scheduled and such time off was not scheduled/approved in advance. A student who fails to call in and report as scheduled for three consecutively scheduled days will be viewed as having abandoned their internship position.

- **Tardy:** A student is deemed to be tardy when:
 - 1. Failing to report for work at the assigned/scheduled work time.
 - 2. Taking an extended meal or break period without approval.

Late Work Policy:

If a student submits work late (beyond the documented or re-negotiated due date), a minimum of 5 points per day is deducted from the earned score for that project. In extenuating circumstances, a student may re-negotiate the due date for a project (a minimum of 48 hours in advance of project due date) with the rotation preceptor and the rotation's educational coordinator. Re-negotiating project due dates avoids grade point deductions for late project submissions.

Center for Programs in Allied Health (CPiAH) Policies:

The CPiAH has established policies to ensure academic integrity, provide reasonable academic accommodations for students with disabilities, and support student success. Please consult the current CPiAH Catalog at <https://www.vumc.org/allied-health/> for full details about these and other academic policies and student resources. If you have questions or need support, please reach out to the CPiAH team any time at cpiahadministration@vumc.org.

Course Schedule:

During internship orientation, students receive a schedule of assigned rotations for the first semester course. Supervised practice rotations take place most weeks from Monday-Thursday and professional development class days are scheduled consistently. Rotation and professional development day schedules are available to students in the Canvas course site. The course schedule and assignments are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning. In the event that changes occur in schedules, these are communicated to students via their VUMC email and updated in the Canvas course site. In January, students receive the rotation schedule for the spring semester course via their VUMC email; the schedule will also be posted on the Canvas course site and updated if changes occur.

VANDERBILT  UNIVERSITY
MEDICAL CENTER

DIETETIC INTERNSHIP PROGRAM

2024-2025

HANDBOOK ACKNOWLEDGEMENT PAGE

My signature below indicates that:

1. I have fully read the 2024-2025 Vanderbilt University Medical Center Dietetic Internship Handbook and the program syllabus.
2. I understand the contents of the 2024-2025 Vanderbilt University Medical Center Dietetic Internship Handbook including the program syllabus.
3. I am aware that it is my responsibility to abide by the rules and regulations of the Vanderbilt University Medical Center, the Center for Programs in Allied Health and the Dietetic Internship Program, as well as those of any affiliated institutions at which I may be placed for learning experiences.
4. I am aware that it is my responsibility to conduct myself in a professional manner according to the standards of professional conduct throughout the Dietetic Internship at Vanderbilt University Medical Center.

SIGNATURE: _____

PRINT NAME: _____

DATE: _____