The following pages are examples of intern requirements during MNT rotations. Interns are encouraged to "learn" and "act" as much as feasible during their experiences. The "check" column is a list of all assignments the intern will submit to the ISU instructor. Interns are responsible for completing assignments. Preceptors may be asked to assist the intern in the "learn" and "act" components of the internship. Preceptor evaluation is required nearly each week of the MNT rotation, as well as four nutrition education evaluations.

	Description	Learn Complete these activities to improve knowledge and skills on disease states and patient populations.	Act Perform these suggested experiences to further develop your understanding of clinical practice.	Check Check your understanding: these required items must be turned in to your ISU instructor.
Nutrition Care Process	The Nutrition Care Process is designed to improve the consistency and quality of individualized care for patients and the predictability of patient outcomes.	☐ Review vocabulary/abbr., medications, and laboratory values ☐ Review and identify pertinent podcasts in the Podcast Library ☐ Sign up for pertinent RSS feeds ☐ Explore professional websites ☐ ADA Nutrition Care Process modules ☐ ADA IDNT manual ☐ Round with the dietitian; observe interaction with patients, visitors, and healthcare team members ☐ Attend Grand Rounds or Multidisciplinary Rounds	☐ Utilize the Nutrition Care Process when working with assigned patients (See specific steps below)	**Assignments:** ☐ Clinical Presentation (Parts 1-3) ☐ Comprehensive NCP (4) ☐ Abbreviated NCP (2 weekly) ☐ PES statement requirement ☐ Nutrition Education Plan ☐ EAL Case Study ☐ Disease State Log (weekly) ☐ Activity and Hours Log (weekly) ☐ Podcast Assignment and Rubric **Assessments** **Evaluations (completed by preceptor):** **Professional Reflections (weekly)** **Discussion Postings**
Step 1: Nutrition Assessment	The purpose is to obtain, verify, and interpret data needed to identify nutrition-related problems, their causes, and significance. It is an ongoing, nonlinear, dynamic process that involves initial data collection, but also continual reassessment and analysis of the patient/client's status compared to specified criteria.	☐ Understand of various assessment tools strengths and limitations ☐ Understand pertinent medications, laboratory values, and diagnostic tests ☐ Understand of Nutrition Assessment domains	☐ Distinguish relevant / important data ☐ Conduct meal rounds ☐ Conduct patient interviews ☐ Determine the need for additional information ☐ Select assessment tools and procedures that match the situation ☐ Apply assessment tools in valid and reliable ways	☐ Summarize pertinent nutrition assessment information in facility's medical record and/or NCP worksheet
Step 2: Nutrition Diagnosis	The purpose is to identify and describe a specific nutrition problem that can be resolved or improved through treatment/ nutrition intervention by a food and nutrition professional.	☐ Understand nutrition diagnostic terminology ☐ Understand how to write a PES statement	☐ Identify a nutrition problem(s) using the nutrition diagnostic terminology ☐ Write and evaluate PES statement(s) ☐ Prioritize nutrition problems	☐ PES statement(s) incorporated into medical documentation and/or NCP worksheet
Step 3: Nutrition Intervention	The purpose is to resolve or improve the identified nutrition problem by planning and implementing appropriate nutrition interventions that are tailored to the patient's needs.	☐ Understand evidenced-based strategies for health conditions ☐ Understand the purpose of nutrition education vs. nutrition counseling ☐ Understand the various nutrition counseling theories and techniques ☐ Observe RD/patient interview and teaching	☐ Define the nutrition prescription or basic plan ☐ Set goals and prioritize ☐ Participate in interdisciplinary team conferences and conduct MNT ☐ Demonstrate appropriate use of various education and counseling strategies and techniques	**Education/Counseling** ☐ **Nutrition Education Plan** ☐ **Nutrition Education Evaluation (4)** ☐ Reflection of group nutrition education/counseling if applicable
Step 4: Nutrition Monitoring/ Evaluation	The purpose is to determine the amount of progress made and whether goals/expected outcomes are being met.	☐ Understand the three components within this step: Monitor progress, Measure outcomes, Evaluate outcomes	☐ Select appropriate criteria, indicators, and measures that relate to the identified nutrition problem(s) ☐ Determine if intervention is being implemented as prescribed ☐ Explain variance from expected outcomes	☐ Plan for monitoring/evaluation clearly communicated in medical record and/or NCP worksheet with indicators are related to the nutrition diagnosis previously identified

Cardiac	Cardiac diseases include Cerebrovascular disease, Coronary Artery Disease, Disorders of Lipid Metabolism, Heart Failure, as well as Hypertension	☐ Relate the relevance of medications and lab values to the cardiac population ☐ Explore current dietary recommendations for prevention and treatment of heart disease from American Heart Association and National Blood Cholesterol Education Program (ATP III)	☐ Utilize the Nutrition Care Process when working with assigned patients ☐ Observe Phase 2 cardiac rehab ☐ Obtain blood pressure and pulse of a cardiac rehabilitation patient ☐ Observe a heart catheterization ☐ Observe nursing education ☐ Teach Phase 1 or Phase 2 cardiac rehabilitation class ☐ Instruct a post CABG patient ☐ Instruct a CHF patient	☐ **NCP on assigned patients** ☐ **Cardiac Assessment** ☐ **Discussion Postings (share and discuss experiences with fellow interns and instructors)**
Diabetes	Diabetes includes conditions such as Gestational diabetes, Pre-diabetes, Reactive Hypoglycemia as well as Type 1 and Type 2 Diabetes Mellitus	☐ Explore hypoglycemic reactions including the etiology and treatment ☐ Identify the four modes of action of oral hypoglycemic agents ☐ Examine the action curves of different insulin medicate ☐ ons; identify how these might be used alone or in combination	☐ Utilize the Nutrition Care Process ☐ Observe a patient education by the nurse educator and RD ☐ Provide survival skill education to inpatient diabetic ☐ Provide comprehensive diabetic MNT in outpatient setting	☐ **NCP on assigned patients** ☐ **Clinical Application Assessment #1** ☐ **Clinical Application Assessment #4** ☐ **Diabetes Assessment** ☐ **Discussion Postings (share and discuss experiences with fellow interns and instructors)**
GI	Gastrointestinal diseases include disorders and conditions of the upper and lower GI tract (including surgeries) liver, gallbladder, pancreas. It also includes inflammatory bowel diseases.	☐ Explore common GI problems and MNT ☐ Understand the different types of GI surgeries and MNT for each	☐ Utilize the Nutrition Care Process ☐ Observe an endoscopy, SBFT, or colonoscopy ☐ Observe NG placement	☐ **NCP on assigned patients** ☐ **Clinical Application Assessment #3** ☐ **GI Assessment** ☐ **Discussion Postings (share and discuss experiences with fellow interns and instructors)**
Geriatrics / Long-term Care	Older adults are generally considered to be ages 65 and older. Considerations include successful aging and end of life nutrition.	☐ Explore common ailments of the elderly ☐ Explore implications of polypharmacy ☐ Understand National Dysphagia Diet (NDD) and MNT for swallowing problems ☐ Research QOL factors with long-term care placement	☐ Utilize the Nutrition Care Process ☐ Explore nutritional implications of pressure sores ☐ Observe a swallowing evaluation and video fluoroscopy ☐ Evaluate a NDD test trays ☐ Attend a speech, physical, and occupational therapy session ☐ Develop and manage a transition feeding regimen for a patient with dysphagia	☐ **NCP on assigned patients** ☐ **Clinical Application Assessment #6** ☐ **Discussion Postings (share and discuss experiences with fellow interns and instructors)**
Nutrition Support	The provision of enteral or parenteral nutrients to treat or prevent malnutrition.	☐ Explore the various formulas available to use in enteral nutrition support ☐ Become familiar with the various adaptive feeding devices available for patients/clients ☐ Differentiate between continuous, cyclic, and bolus enteral feeding administration and identify the type of patient for which each is appropriate ☐ Understand how to prescribe and monitor enteral and parenteral nutrition support regimens	☐ Utilize the Nutrition Care Process ☐ Observe respiratory therapy treatment with vent dependent pt ☐ Observe the placement of a nasogastric/nasoduodenal tube ☐ Select, implement, and evaluate an enteral nutrition support regimen ☐ Plan/initiate a transition feeding protocol for a patient on enteral nutrition support to oral intake ☐ Select, implement, and evaluate a parenteral nutrition support regimen ☐ Plan/initiate a transition feeding protocol for a patient on a PN to EN	☐ **NCP on assigned patients** ☐ **Clinical Application Assessment #3 (also listed in GI)** ☐ **Clinical Application Assessment #6 (also listed in Geriatrics)** ☐ **Clinical Application Assessment #7 (also listed in oncology)** ☐ **Nutrition Support Assessment** ☐ **Discussion Postings (share and discuss experiences with fellow interns and instructors)**

Oncology	Common sites of cancers include: carcinomas, sarcomas, lymphomas, leukemias, and myelomas.	☐ Relate relevance of medications and lab values to oncology population ☐ Describe the cancer prevention recommendations from AICR ☐ Understand the recommendations involving MNT and cancer patients from the EAL based type of cancer, stage and treatment options ☐ Determine which types of cancer the EAL has energy recommendations ☐ Determine which types of cancer the EAL has protein recommendations ☐ Explore the ethical considerations in caring for the terminally ill	☐ Utilize the Nutrition Care Process ☐ Identify the available treatment options available for cancer patients ☐ Compare nutrition supplements commonly used for cancer patients, including palatability and cost ☐ Observe an outpatient session of radiation and/or chemotherapy ☐ Attend a cancer support program ☐ Tour a radiation center ---observe other disciplines and see their role in cancer care (observe radiation trt) ☐ Identify and/or observe other oncology resources available for patients and health professionals	☐ **NCP on assigned patients** ☐ **Oncology Case Study (found in Assessments)** ☐ **Clinical Application Assessment #6** ☐ **Oncology Assessment** ☐ **Discussion Postings (share and discuss experiences with fellow interns and instructors)**
Pediatric	It is important to understand the nutrition recommendations and related issues for the full spectrum of life stages in healthy states as well as disease states.	☐ Identify and research common metabolic problems ☐ Understand MNT for cystic fibrosis ☐ Review the common food allergens and treatment recommended ☐ Understand how to estimate energy, protein, and fluid requirements for various ages ☐ Understand how to properly mix and concentrate infant formula ☐ Identify nutritional causes and interventions for FTT	☐ Utilize the Nutrition Care Process ☐ Observe formula room preparations ☐ Observe breathing treatment for pt with cystic fibrosis ☐ Provide diet instruction for pt with cystic fibrosis ☐ Modify menu for pt with multiple allergies ☐ Provide recipe for 24 cal/oz, 27 cal/oz and 30 cal/oz formulas ☐ Counsel pt and family about FTT	☐ **NCP on assigned patients** ☐ **Cystic Fibrosis Case Study (Found in Assignments)** ☐ **Clinical Application Assessment #2** ☐ **Pediatric Assessment** ☐ **Discussion Postings (share and discuss experiences with fellow interns and instructors)**
Renal	Renal disease includes bladder and urinary tract disease as well as kidney diseases such as acute renal failure, chronic kidney disease, and nephritic syndrome.	☐ Relate the relevance of medications and lab values to the renal population ☐ List the 6 main functions of the kidney and loss of function effects ☐ List main causes of renal failure ☐ Know how much water weighs ☐ Compare/contrast HD and PD ☐ Know how phosphate binders work and when should it be taken	☐ Utilize the Nutrition Care Process ☐ Attend educational session for a new hemodialysis and CAPD patients ☐ Observe responsibilities of HD tech ☐ Attend and participate in short and long term care conferences ☐ Attend transplant meeting ☐ Attend QA/CQI meeting ☐ Observe CVVHD ☐ Provide diet instruction ☐ Develop an educational bulletin board or handout for HD patient	☐ **NCP on assigned patients** ☐ **Renal case study (Found in Assignments)** ☐ **Renal Meal Planning Assignment** ☐ **Clinical Application Assessment #5** ☐ **Renal Assessment** ☐ **Discussion Postings (share and discuss experiences with fellow interns and instructors)**
Weight Manage-ment / Obesity	Normal weight includes body mass index [BMI] of 18.5-24.9.	☐ Understand obesity comorbities ☐ Understand the comorbities associated with underweight status ☐ Read the ADA Position Paper on Weight Management ☐ Review the most recent data and prevalence of obesity from CDC ☐ Understand the different types of bariatric surgery and their nutritional implications ☐ Review the different types of pharmacotherapy for obesity	☐ Develop sample menus for each type of bariatric surgery ☐ Develop sample menus for calorie restricted diets ☐ Identify meal planning tips for underweight and overweight pts ☐ Provide client education for bariatric surgery patient ☐ Provide client education for weight management ☐ Counsel a patient with FTT or anorexia (NOT anorexia nervosa)	☐ **Weight Management Assessment**