

NUTN 504 Competency Log
OHSU Dietetic Internship 2011-2012

Directions: At the end of each rotation, document any learning activities you completed that met the core competencies. You may also consider learning activities completed during courses and special projects related to the dietetic internship. Send this competency log to the Internship Placement Coordinator prior to your quarterly meeting. At the completion of your dietetic internship all competencies must be attained.

Dietetic Intern Name: Christina M Germann

Date: 06/15/2012

Goal # 1: By the end of May, 2012 I will be able to write a complete chart note for one patient in less than twenty minutes

Goal # 2: I will be active in professional memberships, volunteering, and networking within my field by attending 3-4 local dietetic association meetings each year

Goal # 3: Upon graduation and completion of my internship I will pass the exam to become a Registered Dietitian, by October of 2013

Goal # 4: I intend to obtain a position as a community dietitian, and be involved with nutrition public policy, within two months of passing the RD exam

Core Competency	Learning Activity Description (Minimum of 2 per competency)	How will you use the knowledge or skill acquired from this learning activity?
DI 1.1 Select appropriate indicators and measure achievement of clinical, programmatic, quality, productivity, economic or other outcomes.	<ul style="list-style-type: none"> • Work done on the Enhanced Snack Project (par stock, product loss, feedback received), and the analysis of the cost/benefit of the program over several months • Reviewing school food production records for errors (i.e. running out of entrees, not offering rolls or crackers, etc...) • Assessing participant caseload rates for the last 8 years • Assessing clients based on height, weight, nutritional status, lab work (HbA1c, CBG levels, lipid levels, phos, K, Na+, PTH) 	To be able to properly evaluate projects, activities, programs, quality, etc in every setting, including thesis work, internship rotations, etc.

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	<ul style="list-style-type: none"> • Review chart notes for patients written by other members of the health care team 	
<p>DI 1.2 Apply evidence-based guidelines, systematic reviews and scientific literature (such as the ADA Evidence Analysis Library, Cochrane Database of Systematic Reviews and the U.S. Department of Health and Human Services, Agency for Healthcare Research and Quality, National Guideline Clearinghouse Web sites) in the nutrition care process and model and other areas of dietetics practice.</p>	<ul style="list-style-type: none"> • Research for Community Nutrition Project • Use of VA diet manual and online sources to create a low-iodine 3-day menu based on existing VA menu options • Using nutrition guidelines to establish pt nutritional status • Literature review for nutrition requirements for post-thoracic surgery • Research for various diseases and nutritional outcomes • Use of EAL and other guidelines to complete diabetes, malnutrition and pediatric case studies • Use of KDOQI guidelines for renal pts 	<p>To be able to properly research cases or topics that are relevant to the field. To be able to take the research and understand it and apply it.</p>
<p>DI 1.3 Justify programs, products, services and care using appropriate evidence data.</p>	<ul style="list-style-type: none"> • Thrifty Food Plan • Breast Feeding Basics training • Patient Feedback Surveys • Determining labor hours for each school site using meal participation data • Use of TWIST to assess clients • Learned about and promoted the veteran MOVE program • Researching the use of probiotic supplements for patients on antibiotics • Researching quality control and industry standards for room service-style food service • Reviewing MS/HS menus, to assess for compliance with new standards 	<p>To be able to explain why programs, services, products and care are set up the way they are. To be able to justify these programs and services based on facts.</p>
<p>DI 1.4 Evaluate Emerging research for application in dietetic practice.</p>	<ul style="list-style-type: none"> • Online forum discussions and articles reviewed • Attended Oregon Nutrition and Policy Alliance 	<p>To be able to understand the research and why it is important, and to be able to relate</p>

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	<ul style="list-style-type: none"> meetings • Reviewing research related to saturated fat and heart disease • Literature review for nutrition needs of post-thoracic surgery pts • Research done for Thesis project on ghrelin and obesity • Evaluation of NHANES data • Looking at current research on ARF/CKD/ESRD for treatment options and nutrition recommendations 	the research and evidence to the practice of dietetics. To be able to accurately answer patient, client, or others questions with facts.
DI 1.5 Conduct research projects using appropriate research methods, ethical procedures and statistical analysis.	<ul style="list-style-type: none"> • Community Nutrition project • Research on Ghrelin, MCT oil and satiety, and obesity for thesis • Research for case studies (diabetes, malnutrition, pediatrics) • Research done for thesis topic on ghrelin, mct oil and satiety/hunger 	To be able to complete my master's thesis project.
DI 2.1 Practice in compliance with current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the ADA scope of Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics.	<ul style="list-style-type: none"> • Alumni Advance Conference • Taking daily food temps, surveys, in-services given • Review school food production records • Observation of client evaluations, re-certifications, check-ins, etc (WIC) • Taking height, weight and iron measures of clients • Counseling inpatients and outpatients, use of handouts and other information • Comply with ADA standards and scope of practice when counseling clients and charting • Adhering to HIPPA 	I will use this competency to work within my scope of practice in the field of dietetics. To work within the rules and regulations set forth for my profession, and uphold the professionalism and ethics that are required for this field.
DI 2.2 Demonstrate professional writing skills in preparing professional communications (research manuscripts, project proposals,	<ul style="list-style-type: none"> • Community Nutrition project proposal • Create handout and PowerPoint presentation for WIC staff in-service 	I will use professional writing skills everyday. From email communication, to presentations, to my masters thesis.

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<p>education materials, policies and procedures.</p>	<ul style="list-style-type: none"> • Re-creating Healthy Living class, creating hand-out • Client chart notes written • Newsletter article written for heart disease • Handout created on the “Sliding Scale” for insulin distribution to inpatients • Handout created, “Healthy Affordable Diabetic Meals” • Implementation and evaluation of community nutrition project • Aims, hypothesis and background written for thesis 	
<p>DI 2.3 Design, implement and evaluate presentations considering life experiences, cultural diversity, and educational background of the target audience.</p>	<ul style="list-style-type: none"> • Presentation of proposal, and critique of presentations given by classmates • In-services given to nursing staff and NFS staff for the Enhanced Snack Project • WHO Charts In-service • Questions created and distributed for PortlandRD participants • Presentation of patient nutritional status at medical team meeting • Presentation of research article for thesis background • Presentation given to renal fellows, “Nutrition and Renal Failure”, focusing on protein and nPNA 	<p>There will be many opportunities for me to create presentations as well as deliver them. In this field it is always important to take into consideration of the background of the audience, from colleagues, to clients, to children.</p>

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<p>DI 2.4 Use effective education and counseling skills to facilitate behavior change.</p>	<ul style="list-style-type: none"> • Participant centered education on Intuitive Eating • Talking to and interacting with clients about growth and eating habits • Conducted several counseling sessions with various clients, using different educational tools such as handouts and websites • Counseling pts daily on such topics as Crohn's Disease, renal disease, heart disease, etc. and nutrition/diet • Counseling pts on a variety of diets from ostomy to post-nissen to renal • Facilitate/teach post-CABG class, usually taught by DTR 	<p>Our field is growing due to the importance of nutrition in health. Many people are still resistant to change; yet others beg for advice. It is important to be able to help people at any stage of change they are at.</p>
<p>DI 2.5 Demonstrate active participation, teamwork and contributions in group settings.</p>	<ul style="list-style-type: none"> • Alumni Advance Conference, menu committee work • Menu meetings, food donation meetings • Participate in menu planning meetings, labor union meeting, team meeting, CRE prep meeting • Daily General Medicine meetings with other medical team members • Attended the weekly surgical team meeting, taking notes per pt • Presenting patient at Nutrition Services Team (NST) Meeting • Daily medical team rounds and nursing meetings to discuss residents and their medical status • Attending morning ICU rounds, Trauma rounds, Esophagectomy conference 	<p>I will use this skill everyday in any job setting in the field of dietetics. We are a part of a health care team, to change the lives of our clients/patients.</p>
<p>DI 2.6 Assign appropriate patient care activities to DTRs and/or support personnel considering the needs of the patient/client or situation, the</p>	<ul style="list-style-type: none"> • Assigning duties to NFS staff and nursing staff for snack prep and delivery • Talked to medical resident about changing the 	<p>This will help me learn to delegate tasks to appropriate care providers to better manage my time, while also considering the health</p>

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<p>ability of support personnel, jurisdiction law, practice guidelines and policies within the facility.</p>	<p>diet order for a patient</p> <ul style="list-style-type: none"> • Assigning pt care to various medical team members such as DTR, nurses, SLP, etc • Place nutrition risk monitor to assess pt intakes • Consulting nursing staff on new tube feed orders and discussing free water flushes 	<p>care needs of the patients/clients.</p>
<p>DI 2.7 Refer clients and patients to other professionals and services when needs are beyond individual scope of practice.</p>	<ul style="list-style-type: none"> • Referral of WIC clients to preceptor as well as to other clinic staff • Refer clients to my preceptor when I could not answer their questions, or I needed help with topics I was unfamiliar with • Referring patients to preceptor, other RDs or nursing staff when necessary • Referring pts to other members of the medical team to answer questions, such as nursing, doctors on staff, or SLP • Referring pts to other medical team members for needs such as TF instructions, diet orders needed or lab work needed • Placing consults with dental and SLP to asses readiness of pt to change diet 	<p>Better help the clients/patients by referring to appropriate care provider, also learning what is in my scope of practice.</p>
<p>DI 2.8 Demonstrate initiative by proactively developing solutions to problems.</p>	<ul style="list-style-type: none"> • Communication and problem solving skills used for comm. nutrition project and alumni advance • Actively taking on tasks such as in-service, healthy living class, cookbook, etc. • Making list of physicians and calling about growth charts • Volunteering to take my own iron sample to learn how to do it, and to learn how it feels • Taking clients through their appointments (taking ht, wt, iron, using TWIST) and asking questions when needed • Changing pt food preferences, standing orders 	<p>To become a leader, and find productive ways of solving problems.</p>

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	<p>etc in the computer based on pt request</p> <ul style="list-style-type: none"> • Taking initiative to call doctors to discuss pt status and talking to nursing staff regarding the patient's health and nutrition status 	
DI 2.9 Apply leadership principles effectively to achieve desired outcomes.	<ul style="list-style-type: none"> • Alumni Advance group work and conference • Taking the lead on all staff wellness survey and presentation • The Hiring process (interviews, paperwork, call backs) • Teaching the Post-CABG class for patients; normally taught by DTR • Presented financial information (cost/Meq) at the leadership meeting 	To become a leader in my field, and demonstrate these leadership skills in the future to co-workers or students.
DI 2.10 Serve in professional and community organizations	<ul style="list-style-type: none"> • Internship hours spent at: Portland WIC State office, Portland Public Schools, Salem WIC office • Attend Portland Dietetic Association meetings (1/2012, 4/2012) 	To network within my field and to serve my community.
DI 2.11 Establish collaborative relationships with internal and external stakeholders, including patients, clients, care givers, physicians, nurses and other health professionals, administrative and support personnel to facilitate individual and organizational goals.	<ul style="list-style-type: none"> • Relationships established with preceptors, other staff members and clients, as well as community members involved with the DI • Established rapport with pts, nursing staff and RDs • Worked as a part of the medical team • Establishing relationships with medical team staff at daily ICU rounds, and at NST meetings • Shadow a nurse on first day of rotation to learn the details of dialysis • Met with social worker to understand his job, how he works with the pts 	To network, and to build a strong working relationship to better serve those who the health care community serves.

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<p>DI 2.12 Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures.</p>	<ul style="list-style-type: none"> • Surveys administered to patients, with feedback • Professionalism in interviewing potential employees, discussing outcomes, and calling people to invite back, or to let them know they were not a good fit • Focus on client privacy while talking with them and creating chart notes • Flexibility and time management with counseling sessions, completing chart notes and other projects • Advocacy and customer focus when counseling patients, accounting for beliefs, background, and needs • Demonstrate advocacy for the pt when their intake has been lacking (NPO to TF back to NPO for days at a time) 	<p>To build a strong professional background, and to gain professional trust. To be able to work better under various conditions.</p>
<p>DI 2.13 Perform self assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration</p>	<ul style="list-style-type: none"> • Development Checklist created (NUTN 513) • Online professional portfolio with professional goals, created and maintained • Competency evaluations filled out for every rotation and the DI as a whole 	<p>To evaluate myself on accomplishments, goals set/attained, and to use the portfolio to promote my skills.</p>
<p>DI 2.14 Demonstrate assertiveness and negotiation skills while respecting life experiences, cultural diversity and educational background.</p>	<ul style="list-style-type: none"> • Working with Karen Bettin on presentation information for WIC all staff in-service • Meeting attended, one on one interaction within the office, interaction with students and faculty at school sites • Interaction with WIC clients and staff • Respecting client privacy, beliefs, life experience and preference while counseling, as well as educating them • Educating patients on various diabetic related diet issues while respecting their culture, education level and personal beliefs 	<p>To be able to work with and respect people of various backgrounds and cultures.</p>

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	<ul style="list-style-type: none"> Talking with residents about their diets and nutritional status, and making suggestions as to what they should be including in their diet, what they can and cannot eat (ex: diabetic not to get ice cream) 	
<p>DI 3.1 Perform the Nutrition Care Process (a through d below) and use standardized language for individuals, groups and populations of differing ages and health status, in a variety of settings.</p>	<ul style="list-style-type: none"> Performed the nutrition care process multiple times while counseling several different clients, and completing chart notes for each person Nutrition care process performed daily by reviewing pt history, seeing the pt in person, and charting a new note or follow-up 	<p>To be able to use professional language and standards in the care of patients, with communicating with other medical team members, and in documenting in patient charts.</p>
<p>3.1 a. Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.</p>	<ul style="list-style-type: none"> Assess clients based on previous medical records, current nutrition assessment forms, and by counseling clients Working on chart notes daily for various in-patients and out-patients, including the assessment of those pts Assessment of the various pts by reviewing chart notes from previous nutrition consults, doctor's note and nursing notes including %IBW, wt loss, albumin/prealbumin, iron stores, etc... Assessing the pt in person by talking to them, asking questions, reviewing bedside charts, growth charts, assessing triceps skin folds, and visually assessing their status Review of charting by medical team members, and clinical flow sheets to determine the nutritional status of pts (including current/previous diet orders, TF orders, ins/outs, meal intake, etc...) Assessing nutritional status of geriatric population in long term, palliative or hospice care daily by looking at chart notes, and lab work including protein status (alb/prealb), 	<p>To determine nutritional status of various patients in various settings to determine proper nutrition course</p>

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	weight, IBW, etc	
3.1 b. Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.	<ul style="list-style-type: none"> • Diagnosis and problem statements created for inpatients and outpatients in their chart notes • Based on Assessment, diagnose nutrition related problems and charting these, along with PES statements using standardized language • Writing daily notes for a variety of residents including a PES statement using nutrition diagnostic terminology 	Using standardized language to assess a patient, to determine the nutritionally relevant issues that will lead to appropriate outcomes and goals.
3.1 c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.	<ul style="list-style-type: none"> • Set goals with client in the counseling session, also creating an assessment and plan to manage the client and their nutrition problem • Include nutrition intervention in each chart note, including establishing goals, and recommendations for the pt and for other medical team members including adding daily supplements to pt diet orders • Follow up with pts based on nutritional status or diet (TPN/TF) • Nutrition interventions are established with attainable goals, plans for follow up based on nutrition diagnosis • Evaluated diet logs, menus and labs provided education and follow-up to ensure adherence to plan 	Establishing individual interventions relevant to each patient, and creating goals and a nutrition prescription based on the PES statement created.
3.1 d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of intervention on the nutrition diagnosis.	<ul style="list-style-type: none"> • Reviewing chart notes for pts, before and after sessions • Follow-up visits made to pts, and documented • Communicating with other medical team members on the status of pts, and see pts regarding consults requested. • Monitor labs such as phos, K, Ca++, PTH, as well as medications and dietary intakes 	To be able to follow –up with the patient and monitor their progress toward their goal; to be able to modify set goals as the pt improves or possibly declines. Also related to patient’s readiness to learn, or acceptance of lifestyle changes.

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<p>DI 3.2 Develop and demonstrate effective communication skills using oral, print, visual, electronic and mass media methods for maximizing client education, employee training and marketing.</p>	<ul style="list-style-type: none"> • Oral, written, electronic, and printed communication for Comm. Nutrition Project • Use of Vista for work orders and ordering daily meal test trays • Menu planning committee notes typed, distributed • Printed educational handouts created and distributed to pts • Verbal and written communication daily with various pts • Oral communication daily with preceptor, physicians, nurses, SLP, etc, as well as patients 	<p>To be able to communicate, using various methods, in any situation. Situations such as: giving presentations, in interviews, on applications, with clients, with co-workers, with different departments, etc...</p>
<p>DI 3.3 Demonstrate and promote responsible use of resources including employees, money, time, water, energy, food and disposable goods.</p>	<ul style="list-style-type: none"> • Alumni Advance Conference • Provide specific quantities of food/utensils for Snack Project, including use of par stock sheet and product loss sheet • Determine appropriate labor hours; assessing time sheets for overtime, hours worked, etc. • Review production records for running out of entrees/waste • Many discussions/meetings about equipment and energy/water use • Time management with projects, email, meetings, counseling sessions • Use of resources for the clients, such as handouts and visual aids • Proper use and disposal of pt information 	<p>To be able to properly use these resources when I am in a working situation, as well as in life in general.</p>
<p>DI 3.4 Develop and deliver products, programs or services that promote consumer health, wellness and lifestyle management merging consumer desire for taste, convenience and economy with nutrition, food safety and health messages and interventions.</p>	<ul style="list-style-type: none"> • Community Nutrition Project • Patient Satisfaction surveys administered and feedback • Recreating Healthy Living class • Creation of cereals/grains cookbook • Newsletter written • Observing and helping to set up/clean up 	<p>To be able to better serve clients/patients by promoting health and wellness in a way that is needed or desired to please the consumer.</p>

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	<ul style="list-style-type: none"> Fitness Fun class for kids and parents Heart Health newsletter article written for the PSU students Participation in the Intuitive Eating group Re-organizing the MS/HS menu to meet USDA standards 	
DI 3.5 Deliver respectful, science-based answers to consumer questions concerning emerging trends.	<ul style="list-style-type: none"> Online forum discussions for Intuitive Eating and Menu Labeling Answering staff question at in-service Answering questions posed by WIC clients Answering pt questions about diabetes, food, nutrition, diets, etc. Discussing diet and nutrition advice with various pts and family members, including low-sodium diets Answering questions about specific diets, and needs such as for ostomy care, post-nissen diets, probiotic use for diarrhea, etc. Participation in book club discussion 	To answer questions that may arise with clients regarding a “fad” diet or other health/nutrition concerns in a way that is meaningful and understood.
DI 3.6 Coordinate procurement, production, distribution and service of goods and services.	<ul style="list-style-type: none"> Alumni Advance Conference Collaboration on Food Donation project Review ordering procedure/ordering for Head Start site Coordination of book club to discuss books by Marion Nestle, including planning a small dinner Participating in the pre-bid conferences for bread and fruit/veggies Meeting with vendors (NorPac, Truitt) Help school site work on inventory count 	I can use this in any situation I encounter whether it is in the hospital or in public health getting done what needs to be done by making sure all goods and services that need to be in place are in place.
DI 3.7 Develop and evaluate recipes, formulas and menus for acceptability and affordability that accommodate the cultural diversity and	<ul style="list-style-type: none"> Member of the Menu Team for the Alumni Advance Conference Work done on low-iodine diet menu/meal plan 	This will help me to be considerate of cultural needs and differences when food is concerned. It will also help me to be able to

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<p>health needs of various populations, groups and individuals.</p>	<ul style="list-style-type: none"> • Work on menu item changes and rearrangement of menu schedule for high school and middle school lunch menus • Creation of the cereals/grains cookbook using WIC foods • Helping clients to create meal pans to follow, suggesting food items and meal ideas to include in their diet • ‘Health Affordable Diabetic Meal Ideas’ handout created • Evaluating and calculating nutrient content of strawberry supplemental shake • Evaluate current renal diet menu, modify/liberalize per established diet manual 	<p>create menus based on affordability and cultural diversity.</p>
<p>DI 4.1 Use organizational processes and tools to manage human resources.</p>	<ul style="list-style-type: none"> • TAMMCS for snack program • The hiring process (interview, score sheet, call backs, fingerprinting and hiring paperwork) • Review of current and previous performance plan for administrative RD • Performance reviews conducted with several school food service employees 	<p>This will help me, especially in a managerial role, be able to organize, schedule, train and manage employees.</p>
<p>DI 4.2 Perform management functions related to safety, security and sanitation that affect employees, customers, patients, facilities and food.</p>	<ul style="list-style-type: none"> • Temperatures taken and logged for three meals a day (everyday) • Training modules completed for production records, reimbursable breakfast, and reimbursable lunch • Participated in kitchen inspection in the Canteen, including taking temperatures and checking sanitizing solution • Attend safety committee meeting with OSHA representative; tour of facility to discuss safety hazards 	<p>This will help me to give in-services and train employees on proper safety, security, sanitation, etc...</p>
<p>DI 4.3 Apply systems theory and process approach to make decisions and maximize</p>	<ul style="list-style-type: none"> • Cost Control Case Study • TAMMCS (improvement framework to 	<p>This will help me to streamline production to have better outcomes.</p>

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<p>outcomes.</p>	<p>standardize the approach to performance improvement at the VAMC) for Snack Project</p> <ul style="list-style-type: none"> • Evaluation of community nutrition project • Reading “The New Supervisor’s Survival Manual” and applying the concepts learned • Read and assess the memo from the USDA regarding the new school food service regulations 	
<p>DI 4.4 Participate in public policy activities, including both legislative and regulatory initiatives.</p>	<ul style="list-style-type: none"> • Participate in Food Day activities, raising awareness about nutrition and how many junk food ads children are exposed to • Participate in discussion of food safety and food politics literature by Marion Nestle • Used the AND public policy tool to “Take Action” and send my representatives letters about current nutrition trends (Behavioral Counseling for Obesity, and Preventing Diabetes in Medicare Act!) 	<p>I can use my voice and my power as a citizen to make change where change is needed on the local, state, and federal level.</p>
<p>DI 4.5 Conduct clinical and customer service quality management activities.</p>	<ul style="list-style-type: none"> • Patient food service satisfaction surveys • Analysis of school breakfast and lunch production records for various sites • Review The Joint Commission’s and the VA’s standards/policies/procedures 	<p>This information can help to guide decisions based on quality, such as food served/menus, people skills/customer (patient) service skills.</p>

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<p>DI 4.6 Use current informatics technology to develop, store, retrieve and disseminate information and data.</p>	<ul style="list-style-type: none"> • Use of Microsoft Power Point and Word, online forum discussion boards for Alumni Advance and Comm. Nutrition project • Survey that was created, distributed, and analyzed online for the WIC all staff wellness presentation • Use of various computer systems to store, retrieve and disseminate information's such as Vista, CPRS, Outlook email, Power Point, Word, Excel and the internet • Use of the PSU student health record system • Daily use of VISTA to add/edit/delete pt food preferences, standing diet orders, supplemental feedings, entering nutrition status • Use of EPIC for charting and review pt history 	<p>Technology is constantly changing and is used in every health care system to keep patient records, to communicate within a system, and to run the system. It is imperative to keep up to date on this information to be able to communicate within a system.</p>
<p>DI 4.7 Prepare and analyze quality, financial or productivity data and develops a plan for intervention.</p>	<ul style="list-style-type: none"> • Cost Control Case Study • Analyzed menus and worked to change certain items/days • Review time sheets for hours, lunch taken, etc... • Creating proposal for switch to room service, including considering current and forecasted costs • Assessment of the cost/Meq between all grade levels, and discussion at leadership meeting 	<p>To be able to run a department, taking into consideration the financial, productivity, and quality standards that need to be met.</p>
<p>DI 4.8 Conduct feasibility studies for products, programs or services with consideration of costs and benefits.</p>	<ul style="list-style-type: none"> • Thrifty Food Plan • Patient food service satisfaction surveys • Meeting with Heritage Specialty Foods; tour of facility • Purchasing procedures meeting 	<p>Especially in the realm of community nutrition, this is important to be able to justify a program or services.</p>

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<p>DI 4.9 Obtain and analyze financial data to assess budget controls and maximize fiscal outcomes.</p>	<ul style="list-style-type: none"> • Cost Control Case Study • Purchasing meeting attended • Discussing the budget for the previous fiscal year, and determining feasibility of hiring • Discussion of variance report, department funds, and high expenditure, in part due to increased food/transportation cost 	<p>This is important to every aspect of dietetics, such as personnel cost (labor), supplies, and others to make sure the department is successful and financially stable.</p>
<p>DI 4.10 Develop a business plan for a product, program or service including development of a budget, staffing needs, facility requirements, equipment and supplies.</p>	<ul style="list-style-type: none"> • Community Nutrition Project Proposal • Work on the Alumni Advance conference planned and implemented • Creating proposal for switch to room service, including considering current and forecasted costs 	<p>This would be important for starting a practice, taking on a management position, or restructuring a department.</p>
<p>DI 4.11 Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.</p>	<ul style="list-style-type: none"> • Completion and maintenance of the Competency log, online professional portfolio • Professional outline created for Intuitive Eating presentation • Temperature logs for foodservice • TWIST (WIC Program data system) • Daily charting in CPRS for pts • Use of Vista to change pt status, enter pt food preferences, etc • Chart notes created daily following ADIM/E format, including the use of nutritional diagnostic terminology 	<p>To work within my professional code of conduct, scope of practice and to work within federal rules, regulations and guidelines, such as proper charting, keeping up to date on temperature logs in the kitchen, etc...</p>
<p>DI 4.12 Participate in coding and billing of dietetics/nutrition services to obtain reimbursement for services from public or private insurers.</p>	<ul style="list-style-type: none"> • "Event Capture" discussed and reviewed to assess time, money and resources spent on each patient • Justification and coding for patient appointment at the feeding clinic for reimbursement and insurance reasons • Documentation of workload and time spent with patients, submitted daily to clinical manager 	<p>For use in the future to assess financial limitations of the industry; to track time spent, and possibly for use as in a private practice to receive reimbursement from insurance</p>

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