



Nutrition and Dietetics Program

Preceptor Handbook

Trocaire  College

*Nourish your body, mind and spirit with Nutrition and Dietetics at Trocaire
College!*

Thank you for your participation as a Preceptor with Trocaire College's Nutrition and Dietetics Program. As a Preceptor, you perform a valuable service to our program and to our future practitioners. This handbook is designed to provide you with information on:

- The Nutrition and Dietetics Program at Trocaire College
- Supervised Practice component
- Your role as a Preceptor
- Preceptor Functions
 - Planning the experience
 - Effective teaching tips
 - Student evaluation
- Policies & Procedures related to the Supervised Practice & Preceptor experience
- Resources

Our program faculty and staff are here to serve you – please contact us at any time:

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US Mail-

Trocaire College – Nutrition and Dietetics

6681 Transit Road

Williamsville, New York 14221

The Nutrition and Dietetics Program at Trocaire College

The Nutrition and Dietetics Program welcomed its first students in Fall 2010. The program is designed to meet the community's growing need for professionals trained in dietetics and food service management. The Nutrition and Dietetics Program has opportunities to collaborate with existing programs and to offer students unique educational experiences.

The curriculum combines the science of nutrition with the knowledge and skills of foodservice management. An essential component of the program is the planned supervised practice experiences in area health care facilities and community agencies where students can put into practice their nutrition assessment, diet counseling and foodservice management skills.

Graduates of the program are prepared for entry level positions in clinical or community nutrition care or food service management, or may choose to continue their studies by transferring to a four year college. Graduates of the program are eligible to write the Registration Examination for Dietetic Technicians as offered by the Commission for Dietetics Registration (CDR).

It is the mission of the Nutrition and Dietetics Program at Trocaire College to empower graduates to become expert dietetic technicians in a variety of settings.

Program Goals

- The Nutrition and Dietetics Program will prepare graduates for entry into the work force as entry-level practitioners in food, nutrition and dietetics related fields and/or continue their education at the baccalaureate level.
- The Nutrition and Dietetics Program will prepare students for employment in the profession.
- The Nutrition and Dietetics Program will instill a commitment of service to the community and the profession within the students.

Program Curriculum

First Year- 1st Semester

Courses		Credits
DT 101	Foundations of Nutrition	3
DT 102	Introductory Foods	3
DT 103	Nutrition Care Process	2
EN101or 200	English Composition or Advanced Composition	3
BIO 109	Essentials of Anatomy and Physiology	3
BIO 109L	Laboratory	1
GS 100 or GS 102	College Seminar or College success	1/3
		16-18

First Year – 2nd Semester

Courses		Credits
DT 104	Community Nutrition	4
DT 203	Nutrition Education	3
CH 111	General Chemistry I	3
CH 111L	Laboratory	1
	Math elective	¾
	Social Science Elective	
		17/18

Second Year – 1st Semester

DT 201	Diet and Disease I	3
DT 202	Supervised Practice – <i>Long Term Care Settings</i>	4
DT 204	Foodservice Management & Operations I	2
	Literature elective	3
	Philosophy/Religious Studies elective	3
		15

Second Year – 2nd Semester

DT 205	Diet and Disease II	3
DT 206	Supervised Practice- <i>Acute Care Settings</i>	4
DT 207	Seminar in Nutrition and Dietetics	1
DT 208	Foodservice Management & Operations II	2
	Social Sciences elective	3
	Philosophy/Religious Studies elective	3
		16

Supervised Practice

Supervised practice is an essential component of dietetics education. Defined as planned learning experiences in which knowledge, understanding and theory are applied to real-life situations. These experiences may be augmented by role-playing, simulation, case studies and/or experiences in which students actually perform tasks that contribute to the achievement of competencies.

Supervised practice rotations in the Nutrition and Dietetics Program at Trocaire College provide 475 hours and are scheduled to take place during three courses:

DT 104 Community Nutrition - Introduces students to community nutrition programs serving vulnerable populations throughout the lifecycle. Legislative decisions impacting food and nutrition policies, both historical perspective and current events will be studied. Cultural food practices, with emphasis on local communities will be explored. Students will plan and present a nutrition program to a community audience, and have an opportunity to participate in public policy activities regarding federal and state nutrition concerns. The student will participate in planned community nutrition practice experiences which may include programs such as WIC, school lunch, hunger relief organizations, senior nutrition programs and community wellness programs. Two lecture hours, 6 hours supervised practice in the community.

DT 202 Supervised Practice – Long Term Care - The student will participate in planned supervised practice experiences located at local long term care facilities, as a student member of the Nutrition Care Team, under the supervision of a Registered Dietitian. The student will participate in the Nutrition Care Process including: nutrition assessment, diagnosis, intervention and evaluation as well as a rotation in foodservice operations and management. The student will have the opportunity to participate in professional association activities. (2 days per week, 7 hours/day).

DT 206 Supervised Practice – Acute Care - The student will participate in planned supervised practice experiences at local health care facilities, as a student member of the Nutrition Care Team, under the supervision of a Registered Dietitian. The student will participate in the Nutrition Care Process including: nutrition assessment, diagnosis, intervention and evaluation as well as participate in foodservice operations and management activities. The student will have the opportunity to participate in professional association activities. (2 days per week, 7 hours /day).

Role of Preceptor

What is a Preceptor? A Preceptor is an individual in the supervised practice facility who oversees the practical experience and training provided to the student for a particular rotation. The Preceptor maintains appropriate contact with the Program Director and student to coordinate planned learning experiences and assignments and conducts the student evaluation(s).

As a Preceptor with the Trocaire College Nutrition and Dietetics Program, you will receive an initial training session in preparation for the initiation of a supervised practice experience. Additional training will be provided by Nutrition and Dietetics Program faculty on a routine basis.

Free Continuing Professional Education Units are available through the Commission on Dietetic Registration. The link to the on-line module is: <http://cdrnet.educationdirector.com/>

Updated! Dietetics Preceptor Training Program	8 CPEUs	Learning modules, self-assessments, and case-based activities	FREE for preceptors of dietetics students
Course Description: The Commission on Dietetic Registration is offering the Dietetics Preceptor Training Program to help preceptors of dietetics students prepare for and excel in their important role. It includes 7 modules covering: Preparing for Your Role as Preceptor Planning for Student Learning Facilitating Student Learning Assessing Student Learning Communicating Effectively Managing Your Time Keeping Current			

Planning

Prior to the beginning of a supervised practice experience, you will have met with the Program Director who will review the objectives for the rotation, reviewed the student supervised practice handbook and program manual. The Affiliation Agreement will be signed by facility administrators and Trocaire College. You are notified in advance (per affiliation agreement) of student schedules and you are anticipating their arrival. What next?

- Review the Supervised Practice Manual and Program Handbook so you have a good understanding of rotation objectives and expectations.

- Identify facility staff who will be working with students, and provide them with information on student schedule and rotation expectations.
- If possible, arrange for a work space for students to use while they are at your facility.
- Provide a clear orientation for the student – Facility history, mission, tour of the facility, unit, cafeteria, library, key staff members, important phone numbers.
- Establish ground rules – dress code specific to your facility, attendance, lunch break, safety issues, reporting.
- Define expectations – refer to student manual as needed.
- Explain how the typical day for work occurs.
- Solicit information from the student:
 - Previous experiences?
 - Student goals for rotation?
 - Ask what information they have learned in class – ex. “Have you studied diets for treatment of diabetes yet in class?”

Depending on the nature of the work at your facility, you may be able to plan a set schedule, or you may require a bit more flexibility depending on the work day. You will need to assess daily priorities – patient or resident needs, meetings, emergencies and administrative duties in planning time availability for students. Designating facility staff to work with students on days/times when you are unavailable will enable the student to continue to accomplish tasks while having appropriate supervision.

Student rotations may be as brief as 2 weeks, or as long as 14 weeks so plan accordingly. Since supervised practice occurs concurrently with didactic coursework, students may arrive with varying levels of preparedness, especially at the beginning of the semester.

Effective Teaching Tips

Dietitians who become preceptors soon realize that they're working with extremely bright learners, and they often cite the stimulation of interacting with their students as one of their principal satisfactions.

Whatever behavior you might exhibit in the presence of a student - whether excellent (or poor) patient communication skills, or satisfaction (or cynicism) about practicing - that knowledge or skill or attitude will likely be perceived by the student and taken as a normative. If you do not identify what you are doing - or what is going on during an encounter - the student may not "see" it. Your teaching task, then, is to insure that what the student learns will contribute to the student's personal and professional growth, rather than unintended and accidental learning.

Recognizing and treating students as adults

Our educational system has traditionally been based on the assumption of pedagogy, or the teaching of children. The relatively new field of andragogy, which studies the teaching of adults, has found that in contrast to children, effective adult learners are very self-directed, want direct involvement with what they are learning, like to apply their new learning quickly, and appreciate a teacher who serves as a colleague and facilitator.

Promoting active learning by the students

Since adult learners like to be involved and engaged, one of the attractions of supervised practice for students is the opportunity for active learning. To capitalize on this desire for activity and involvement, assign students a definite role which increases in responsibility as the rotation goes on. For example, over a rotation, a student might initially be assigned to observe your interactions with patients, subsequently take patient histories, discuss a plan of care, provide diet education, and finally document activity in the medical record. To make sure that students fulfill their increasing responsibilities, monitor their activities.

Creating a challenging but supportive learning environment

Make it clear to your students that their responsibilities are real and that you have high standards for their work, but also that you know they will often feel uncertain and sometimes make mistakes. Communicate that you know that learning involves taking risks and that the student can trust you not to abuse the confidences they share with you.

Setting teaching goals

The overall objectives for the rotation are listed in the Student Manual – and reflected in the evaluation forms. You can refine and refocus these general goals by touching base very briefly with the student at the start of each day and defining that day's teaching goals. You might say something like the following to a student: "Jane, I know we decided that this week you'll work on nutritional management of diabetes. Please interview several patients with this in mind today, and report to me on what you've found. After you've seen some patients I'll come into the exam room and you can watch how I talk to the patients about their diet for treatment of their diabetes."

Utilizing productive questioning strategies

Get a commitment by asking the student questions like "What do you think is going on with the patient?", "What other information do you feel is needed?", and "Why do you think the patient

has been non-compliant?" Such an approach is collegial and it engages the student in solving the patient's problem. This might promote communication, which may not happen if a preceptor adopts an "expert" role.

Probe for supporting evidence by asking questions like "What were the major findings that led to your conclusion?" and "What else did you consider?" This approach allows you to find out what the student knows and where there may be gaps. In using this approach it is important to avoid grilling the student or conducting an oral examination.

Teach general rules by making comments such as "Patients with dysphagia do not always exhibit symptoms. It is important to observe the patient eating a meal, and talk with the members of the health care team if this is suspected and before you make recommendations for diagnosis or treatment."

Tell the student what he/she did right. Say for example, "You didn't jump into solving her problem but kept open until the patient revealed her real issues with food and portion sizes." Make your comments to the student specific and focused.

Correct mistakes. As soon after a student makes a mistake, find an appropriate time to discuss what was wrong and how to correct the error in the future. Say for example, "You may be right that the resident's symptoms are due to her abdominal pain, but you can't be sure it isn't diverticulosis until more specific tests are completed." Again, make your comments specific and focused.

Capitalizing on preceptor role modeling professional skills

As indicated earlier, students sometimes can't "see" what you are doing unless you point it out. A good time to utilize this approach is when you are demonstrating function of equipment, electronic medical record, or forms completed on a routine basis. It will be productive for the student - and educational for the patient - if you "think aloud" as you perform a specific task initially.

The preceptor becomes a role model:

- In relations with colleagues, supervisors, staff, clients and others.
- By demonstrating commitment to the profession, and to individual growth and development.
- In collaborative endeavors with other professionals.
- In work habits.
- By expressing a positive set of values and beliefs concerning the profession as a career.
- Having a balance between professional life and personal/family life.

Evaluation

Perhaps one of the most difficult aspects of the preceptor's role is the evaluation of student progress. Preceptors should provide frequent, specific feedback on students' knowledge, skills, and abilities and identify their strengths and weaknesses so students will know what they can do to improve. Students have reported that effective preceptors were honest and direct with them about their performance, noticed when they performed well, and provided specific suggestions for improvement.

Each Student Handbook for Supervised Practice (Community Nutrition, Long Term and Acute Care) includes evaluation tools for preceptors to use for evaluation of student performance. These should be completed throughout the rotation, as necessary, and serve as opportunities to identify areas of strength and limitations in student achievement of competencies. Evaluation forms are included in this handbook (see resources).

Students will also be responsible for weekly and/or rotation assignments. These assignments are graded by Trocaire faculty and may serve as topics for discussion during the rotation. Students are not expected to use supervised practice time to complete these worksheets, but rather gather appropriate information during their time at the supervised practice facility and complete the assignments on their own time. Mid-term and Final course grades will be issued by Trocaire faculty in consultation with the Preceptor and their evaluation.

Policies & Procedures

See Program Handbook and Trocaire College catalog for all program and college related policies & procedures. Policies below are specific to the Supervised Practice and Preceptor experience.

Attendance

Attendance at schedule supervised practice rotations is a priority. If an emergency arises and a student is unable to report to the assigned site, the student must notify the site preceptor, as well as the course faculty member immediately. If the faculty member is not available, the student must call the Program Director. It is not acceptable for someone besides the student to make these contacts. Failure to give adequate notification of a planned or unplanned absence may result in loss of grade points for the course.

The supervised practice schedule designed for the students builds in time for lunch/breaks as well as sick day or snow emergency days (approximately one per semester). Vacation days are to be taken when Trocaire College has scheduled vacation.

If in the event of an extended absence, arrangements to make up lost time must be made and approved by the course faculty member and facility preceptor. This is handled on a case by case basis and is reserved for exceptional circumstances. Failing to notify the course instructor of a make up day may lead to invalidation of the made up time.

Cancellation of Supervised Practice due to inclement weather

In regards to cancellation of supervised practice experience due to inclement weather, if Trocaire College is closed, supervised practice schedule for that day will be cancelled. If Trocaire College is open and an assigned supervised practice site is closed, the student should contact course faculty for further instructions.

Dress Code

Students will be expected to dress in a clean, neat and professional manner at all supervised practice sites. Students reporting to supervised practice sites in improper attire will be dismissed to change into proper attire. Time lost for this reason is considered absence time. Make up time is not available. The following attire is required at all supervised practice sites, unless otherwise indicated:

- White, button full length lab coat. The lab coat must be clean, wrinkle-free and in good condition. The lab coat must not be adorned with excessive buttons or pins.
- Name tag. All students must wear a Trocaire photo name tag. The name tag must be worn on or above the top left pocket and must be in view at all times.
- Hair restraints must be worn in food preparation areas.
- Tattoos must be covered at all times.
- Visible body piercings (tongue, eyebrow, nose, etc) are not allowed
- Colognes and perfumes are not allowed.
- Personal appearance:
 - For Females:
 - Exposed midriffs, low cut tops, shorts, miniskirts, Capri pants, cropped pants and camisoles (alone) are not permitted.
 - For Males:
 - Neckties are required except in foodservice areas.
 - Facial hair must be cleanly shaven. Beards and mustaches must be neatly trimmed.
 - For All Students:
 - Socks/hosiery must be worn.
 - Wedding/engagement bands are the only hand jewelry permitted.

- If hair is longer than shoulder length, it must be confined to prevent contamination and promote safety.
- Fingernails must be trimmed to a moderate length. Nail polish is not permitted.
- Earrings must be modest in size, no longer than one inch, and limited to one pair.
- Closed toe and heel dress or casual shoes with low to moderate heels. Clogs are not permitted. Duty shoes and sneakers are not permitted except when assigned to foodservice areas. If worn in these areas, they must be clean, white, in good condition, and made of leather.
- Jeans, jean skirts, jean style pants and shorts are not permitted.

Standards specific to supervised practice rotations may vary from site to site. Guidelines will be reviewed during orientations for each supervised practice course during week one, prior to students beginning their on site rotations.

Filing and Handling of Complaints Related to the Nutrition and Dietetics Program

Students enrolled in the Nutrition and Dietetics program who wish to register a complaint can file a complaint with the Program Director. If the student does not feel comfortable registering the complaint with the Program Director, the complaint may be given to the Dean following the procedure outlined below. The complaint must be written and should be submitted to the Program Director in Room 106 in a sealed envelope. The complaint must be signed, anonymous complaints will not be considered. After receiving the complaint, the Program Director will meet with the student. If the complaint is not resolved to the student's satisfaction, the student can take the complaint to the Dean of Health and Human Service. If after meeting with the Dean, the complaint is still not resolved to the student's satisfaction, the student may take the complaint to the Vice President of Academic Affairs (if the concern is related to academics) or Dean of Student Affairs (if the concern is not academic in nature).

Students who believe that a member of the Nutrition and Dietetics program faculty or site preceptor has incorrectly reported a grade should first bring the grade to the attention of the individual instructor. If the student is not satisfied with the determination of the instructor, the matter is then presented in writing to the Program Director who will follow the grievance procedures as outlined in the Student Handbook "Appeal of Academic Decision".

There will be no retaliation toward any student who files a complaint. If the student suspects that retaliation has occurred, the same process as utilized for filing a complaint can be followed.

Preceptors who believe that a Nutrition and Dietetics student is acting unprofessionally, inappropriately or in an unsafe manner while assigned to the facility should first bring the issue to the attention of the individual instructor. As stated in the signed affiliation agreement (sample below):

At the request of Hospital, facility or business, College shall immediately suspend from the use of Hospital's clinical facilities any student who fails to obey the rules and regulations of Hospital or whose continued participation in the clinical experience would constitute a danger to himself, other students, or to the patients or employees of Hospital. In the event such request is made, College shall suspend student and a representative of College and a representative of Hospital shall meet promptly to determine whether the student may be reinstated and if so, the terms and conditions of such reinstatement.

Health Forms

Following admission to the program, a physical examination, immunizations and specified laboratory tests are required. New York State Health Law 2165 requires proof of immunity against measles, rubella and mumps. This proof consists of a certificate of immunization signed by a physician or health care provider or a record from a previously attended school.

The New York State Code for health care facilities requires health exams for all persons in contact with clients to insure the student is free from health impairments that are of potential risk to clients of which might interfere with the performance of the student's activities.

All students in the Nutrition and Dietetics Program must have a Student Health Form submitted prior to taking to any supervised practice course. The initial report is due on or before November 1st of the semester preceding DT 104 Community Nutrition. Forms are available from the faculty or in the Health Office.

The Student Health Form must be obtained annually until all supervised practice courses are completed. The physical exam must include:

- Rubella titer
- Second MMR for anyone born after 1957
- PPD test – proof of test within 6 months.
- Physical exam information updated within 1 year.
- Student signature to release information to the Nutrition and Dietetics Department, Trocaire Health Office and to the supervised practice sites.
- The signature of the physician or health care professional who performed the exam.

Students should keep a copy for their personal use. Students bear the responsibility for the cost of the physical and tests. Arrangements may be made for those who demonstrate need. Health records are maintained by the College Health Office.

All students sign a release to allow the College Health Office to fulfill requests by supervised practice sites for health information such as immunization records or PPD test information. The signed release form is kept in the College Health Office.

Illness or Injury at Supervised Practice Sites

Policies regarding illness or injury are in force and will be observed by the student while at supervised practice sites. In the event a student becomes ill or is injured while at a supervised practice site engaged in the scheduled program, the site will make its medical facilities available to student or arrange for other medical facilities for emergency care at the student's expense. The student will need to make arrangements to return home until able to resume supervised practice responsibilities.

Facility: _____

Preceptor: _____

Student: _____

Dates of Supervised Practice Rotation: _____

Preceptor: Please complete this evaluation form and review with student during the final weeks of the assigned rotation. These evaluations serve as an assessment of student performance and as a guide to addressing student learning needs in knowledge, skills and abilities. Thank you in advance.

<u>Score Description</u>	20 points	16 points	12 points	10 points	4 points	0 points
	Demonstrates complete understanding. All requirements of task are included.	Demonstrates considerable understanding. All requirements of task are included.	Demonstrates partial understanding. Most requirements of task are included.	Demonstrates little understanding. Many requirements of task are missing.	Demonstrates no understanding.	No response / task not attempted or not applicable.
Uses clear and effective oral and written communication						
Prepares and delivers sound food and nutrition presentations with regard to the target audience.						
Demonstrates active participation, teamwork and contributions in group settings.						
Refers situations outside dietetic technician scope of practice or area of competence to the preceptor.						
Demonstrates initiative by proactively developing solutions to problems.						

Score	20 points	16 points	12 points	10 points	4 points	0 points
<u>Description</u>	Demonstrates complete understanding. All requirements of task are included.	Demonstrates considerable understanding. All requirements of task are included.	Demonstrates partial understanding. Most requirements of task are included.	Demonstrates little understanding. Many requirements of task are missing.	Demonstrates no understanding.	No response / task not attempted or not applicable.
<p>Establishes collaborative relationships with facility staff, clients and other stakeholders.</p> <p>Demonstrates professional attributes such as:</p> <ul style="list-style-type: none"> • Customer focus • Flexibility • Time management • Work prioritization • Work ethic <p>Demonstrates respect for life experiences, cultural diversity and educational background in interpersonal relationships.</p>						

Additional Comments:

Preceptor Signature

Date Reviewed

Student Signature

Facility: _____

Preceptor: _____

Student: _____

Dates of Supervised Practice Rotation: _____

Preceptor: Please complete this evaluation form and review with student during the final weeks of the assigned rotation. These evaluations serve as an assessment of student performance and as a guide to addressing student learning needs in knowledge, skills and abilities. Thank you.

<u>Score</u>	<u>Description</u>	10 points	8 points	6 points	4 points	2 points	0 points
		Demonstrates complete understanding. All requirements of task are included in response.	Demonstrates considerable understanding. All requirements of task are included.	Demonstrates partial understanding. Most requirements of task are included.	Demonstrates little understanding. Many requirements of task are missing.	Demonstrates no understanding.	No response / task not attempted or not applicable.
		Adheres to current federal regulations and state statues and rules, as applicable and in accordance with accreditation standards, ADA Scope of Dietetics Practice Framework, Standards of Professional Practice, and the Code of Ethics for the Profession of Dietetics.					
		Uses clear and effective oral and written communication.					
		Demonstrates active participation, teamwork and contributions in group settings.					

Score	10 points	8 points	6 points	4 points	2 points	0 points
<u>Description</u>	Demonstrates complete understanding. All requirements of task are included in response.	Demonstrates considerable understanding. All requirements of task are included.	Demonstrates partial understanding. Most requirements of task are included.	Demonstrates little understanding. Many requirements of task are missing.	Demonstrates no understanding.	No response / task not attempted or not applicable.
	Refers situations outside dietetic technician scope of practice or area of competence to the preceptor.					
	Demonstrates initiative by proactively developing solutions to problems.					
	Establishes collaborative relationships with facility staff, clients and other stakeholders.					
	Demonstrates professional attributes such as: <ul style="list-style-type: none"> • Customer focus • Flexibility • Time management • Work prioritization • Work ethic 					
	Performs nutrition screening and identifies clients / patients / residents to be referred to the Registered Dietitian.					

Score	10 points	8 points	6 points	4 points	2 points	0 points
<u>Description</u>	Demonstrates complete understanding. All requirements of task are included in response.	Demonstrates considerable understanding. All requirements of task are included.	Demonstrates partial understanding. Most requirements of task are included.	Demonstrates little understanding. Many requirements of task are missing.	Demonstrates no understanding.	No response / task not attempted or not applicable.
Performs selected activities of the Nutrition Care Process:	<ul style="list-style-type: none"> • Collects data for assessment. • Compares data to established criteria. • Implements designated nutrition interventions. • Collects monitoring data. 					
Provides nutrition / lifestyle education to clients / patients / residents as assigned.						
Participates in performance and quality improvement, customer satisfaction and outcomes development for clinical service.						
Completes documentation following guidelines required by the practice setting.						

Additional Comments:

Preceptor Signature _____

Date Reviewed _____

Student Signature _____

DT 202 / 206 Supervised Practice – Preceptor Evaluation of Student Foodservice Rotation

Total Score:

Facility: _____ Preceptor: _____

Student: _____ Dates of Supervised Practice Rotation: _____

Preceptor: Please complete this evaluation form and review with student during the final weeks of the assigned rotation. These evaluations serve as an assessment of student performance and as a guide to addressing student learning needs in knowledge, skills and abilities. Thank you.

<u>Score</u>	<u>Description</u>	10 points	8 points	6 points	4 points	2 points	0 points
		Demonstrates complete understanding. All requirements of task are included in response.	Demonstrates considerable understanding. All requirements of task are included.	Demonstrates partial understanding. Most requirements of task are included.	Demonstrates little understanding. Many requirements of task are missing.	Demonstrates no understanding.	No response / task not attempted or not applicable.

Adheres to current federal regulations and state statues and rules, as applicable and in accordance with accreditation standards, ADA Scope of Dietetics Practice Framework, Standards of Professional Practice, and the Code of Ethics for the Profession of Dietetics.

<u>Score</u> <u>Description</u>	10 points	8 points	6 points	4 points	2 points	0 points
	Demonstrates complete understanding. All requirements of task are included in response.	Demonstrates considerable understanding. All requirements of task are included.	Demonstrates partial understanding. Most requirements of task are included.	Demonstrates little understanding. Many requirements of task are missing.	Demonstrates no understanding.	No response / task not attempted or not applicable.
Uses clear and effective oral and written communication.						
Demonstrates active participation, teamwork and contributions in group settings.						
Refers situations outside dietetic technician scope of practice or area of competence to the preceptor.						
Demonstrates initiative by proactively developing solutions to problems.						
Establishes collaborative relationships with facility staff, clients and other stakeholders.						
Demonstrates professional attributes such as:						
<ul style="list-style-type: none"> • Customer focus • Flexibility • Time management • Work prioritization • Work ethic 						

Score	10 points	8 points	6 points	4 points	2 points	0 points
<u>Description</u>	Demonstrates complete understanding. All requirements of task are included in response.	Demonstrates considerable understanding. All requirements of task are included.	Demonstrates partial understanding. Most requirements of task are included.	Demonstrates little understanding. Many requirements of task are missing.	Demonstrates no understanding.	No response / task not attempted or not applicable.
	Performs supervisory functions for production and service of food that meets nutrition guidelines, cost parameters, health needs, and is acceptable to consumers based on socio-economic, cultural diversity and religious preference and practice.					
	Modifies recipes and menus for acceptability and affordability that accommodate the cultural diversity and health status of various populations, groups and individuals.					
	Performs supervisory, education and training functions including human resource, safety, security and sanitation activities.					
	Participates in performance and quality improvement, customer satisfaction and outcomes development for clinical service.					
	Completes documentation following guidelines required by the practice setting.					

<u>Score</u>	<u>Description</u>	10 points	8 points	6 points	4 points	2 points	0 points
		Demonstrates complete understanding. All requirements of task are included in response.	Demonstrates considerable understanding. All requirements of task are included.	Demonstrates partial understanding. Most requirements of task are included.	Demonstrates little understanding. Many requirements of task are missing.	Demonstrates no understanding.	No response / task not attempted or not applicable.
Assists with marketing clinical and customer services. (DT 206)							
Participates in process and system changes to maximize fiscal outcomes. (DT 206)							

Additional Comments:

Preceptor Signature

Date Reviewed

Student Signature