



GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

Nutrition

MPH-RD

Advanced Nutrition Experience

Summer 2020-2021

(2019 Cohort: FEM Standards)

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TABLE OF CONTENTS

OVERVIEW OF THE ADVANCED NUTRITION EXPERIENCE	3
COVID-19 Program Modifications	3
Purpose of the Advanced Nutrition Experience	3
Goals of the Advanced Nutrition Experience	3
Core Knowledge & Competencies	4
ADVANCED NUTRITION EXPERIENCE MANAGEMENT	4
Planning and Scheduling	4
Time Commitment	4
Advanced Nutrition Experience Requirements	5
Policies and Procedures	6
Site Selection	6
Onboarding Requirements	6
Attendance Policy	7
Dress Code	7
Global Advanced Nutrition Experience Requirements	7
Preceptor Approval for International Experiences (MPH/RD only)	8
Approval of Internship Hours for International Experiences	8
Roles and Responsibilities	8
Responsibilities of the Faculty Coordinator	9
Responsibilities of the Site Preceptor	9
Responsibilities of the Student	10
APPENDIX A: AHEC Housing	11
APPENDIX B: Preparation for Global Experience	12
APPENDIX C: Preliminary Work Plan	13
APPENDIX D: Mentoring Experience Assignment	15
APPENDIX E: Final Assessment	16
APPENDIX F: ANE Final Competency Evaluation	18

OVERVIEW OF THE ADVANCED NUTRITION EXPERIENCE

The Advanced Nutrition Experience (ANE) is the final supervised practice experience in the coordinated MPH/RD program and the MPH program in nutrition. The field experience includes 240 hours of unpaid, RD-supervised practice in a host agency that may include domestic or international health organizations and facilities that have a role in supporting nutritional health and well-being of individuals or communities. The selected agency and Experience is tailored to the interests and professional goals of each student; the projects and activities of each student are planned by the student and the preceptor in the host site. This handbook will provide both students and preceptors with guidance to navigate the Experience.

COVID-19 Program Modifications

Per [ACEND®](#), students are increasingly unable to complete their rotations at various practice sites due to COVID-19. It is estimated that the impact of the COVID-19 situation will be prolonged, resulting in the loss of practice sites and suspension of practicums for the current and incoming classes of students/interns. Programs such as UNC's are authorized to make decisions to provide coursework or supervised practice experiences differently than what was originally advertised when you applied to the program, as long as the program ultimately provides the necessary coursework to meet ACEND®'s curriculum requirements. Programs must ensure that students demonstrate they met all competencies before receiving a verification statement.

Due to the pandemic, ACEND® has expanded the requirements for field experiences so programs can offer additional supervised practice hours using simulations, case studies, role play and/or other practice activities. Authentic activities in real-world professional settings do not need to be in-person, but they must include real clients/patients and/or entail real-life situations.

Purpose of the Advanced Nutrition Experience

The purpose of the Advanced Nutrition Experience is to enhance the knowledge and skill of the student through a supervised work experience while continuing to expose the student to many different aspects of a career in nutrition. This exposure will provide:

1. the skills and confidence necessary to perform at or above entry level in the nutrition field;
2. the perspective to choose areas of interest and expertise throughout various careers in nutrition;
3. the opportunity to achieve competency measures established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®); and
4. the supervised practice hours necessary to complete the supervised practice requirements to be eligible to sit for the registration examination given by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics.

Goals of the Advanced Nutrition Experience

The goals of the Advanced Nutrition Field Experience are to help the student understand/experience:

1. the breadth and scope of nutrition practice;
2. the roles and responsibilities of the dietitian and the dynamics of his or her interactions with other health professionals and community members;

3. reinforcement of strategies and skills to address the nutritional needs of individuals and communities.

Core Knowledge & Competencies

The following ACEND® competencies (*Future Education Model*) are mapped to the Advanced Nutrition Experience through field assignments and final preceptor evaluations:

Journal Post Evaluation (Practicum Coordinator evaluation):

- Performance Indicator 5.1.1: Exhibits self-awareness in terms of personality, learning, leadership style, and cultural orientation.

Sim-Lab Student Mentoring Evaluation (Practicum Coordinator evaluation)

- Performance Indicator 5.1.6: Understands the mentoring role and practices mentoring and precepting others.

Final Evaluation (Preceptor evaluation)

- Competency 5.1: Demonstrates leadership skills to guide practice.
 - Performance Indicator 5.1.2: Demonstrates understanding of social cues and team dynamics.
 - Performance Indicator 5.1.3: Communicates at the appropriate level and understands emotions and emotional situations.
 - Performance Indicator 5.1.4: Develops conversational and interpersonal skills.
 - Performance Indicator 5.1.5: Reflects on situations and critically evaluates outcomes and possible alternate courses of action.
- Competency 7.2: Uses effective communication, collaboration, and advocacy skills.

ADVANCED NUTRITION EXPERIENCE MANAGEMENT

Planning and Scheduling

The Advanced Experience is scheduled after the student has had the preparatory course work. The following list summarizes the events that occur as placements are being made. Every effort is made to assign student placements five-six months prior to the start of the Experience.

1. The faculty coordinator meets with students to discuss the Experience, including time commitment, fees, desired experience and location, sites used in the past, Experience requirements, etc.
2. The faculty coordinator contacts the site to verify a placement opportunity for the student. Written agreements are negotiated between the facility and the University.
3. Immunizations, background checks, and other onboarding documents/activities **required by individual sites** are completed by students. **These requirements are set by host facilities, NOT by the University, and are non-negotiable. Students who are not in compliance will not be permitted to complete their internship experience.**

Time Commitment

The experience is a full-time, supervised practice of 400 hours; start and end dates may be negotiated with the faculty and field preceptors. During each week, time is spent on site at the assigned facility, generally working under a registered dietitian/nutritionist. Hourly schedules may vary according to the

preceptor's schedule. Students should plan to work holidays and some weekend hours if their departments work these days; this will be determined by your site preceptor.

In addition to time spent on site, time will be spent completing the experience requirements, and students are often completing Master's papers during this time. **With this time commitment in mind, working in addition to participation in the experience is not recommended.**

Advanced Nutrition Experience Requirements

Students will complete activities and assignments related to their field experiences. All assignments will be viewed and completed in [PRISM](#). Detailed instructions can be found in PRISM under the "Resources" tab for your Advanced rotation. In addition to a final formal evaluation, the faculty coordinator, the site coordinator, and the student will meet once during the experience—generally by phone—to discuss the student's performance and any concerns.

Students are required to complete the following activities:

1. Preparation for Global Experience ([Appendix B](#)) must be completed by MPH/RD students completing a global experience. Students will describe the plan for completing the preparatory experience including contact information, dates of experience, learning goals, and activities. Upon completion of preparatory experience, the student will include both the activities and number of supervised practice hours completed.
2. Preliminary Work Plan ([Appendix C](#)) Students will communicate with preceptors prior to their experience to determine an outline of activities for the supervised work experience. Students will also obtain directions to the field site, instructions for where to park, when to arrive on the first field day, where to report on the first day, emergency contact information for the preceptor, etc. The Preliminary Work Plan is due prior to starting the experience..
3. Sim-Lab Student Mentoring Experience ([Appendix D](#)) Students will demonstrate an understanding of the importance and expectations of a professional mentor. Students will be assigned to watch the standardized patient video of one of the first-year MPH/RD students and provide feedback and mentoring to him or her.
4. Journal Post in PRISM: Under PRISM Deliverables, students will respond to a self-reflection prompt based on ACEND® Performance Indicator 5.1.1: "What have you learned about your own personality and how it impacts your learning, leadership style, and ability to assimilate into your new work environment?"
5. Final Preceptor Assessment ([Appendix E](#)) will be based on the student's performance throughout the Experience; it is an informal tool to guide the preceptor and the student in a conversation about the student's strengths, growth through the Experience, and areas requiring additional experience/practice.
6. Final Preceptor Evaluation ([Appendix F](#)) will be based on the student's performance in meeting ACEND® competencies.

Successful completion of the advanced experience will only be considered when all assignments are completed and performance evaluations/assessments (above) are completed.

Policies and Procedures

Site Selection

The Advanced Nutrition Experience may be completed in a domestic or international hospital, public health, non-profit, government, or business/industry setting. For students in the MPH/RD program, a Registered Dietitian must be the primary mentor and supervisor of the student's experience. Students must meet with a faculty coordinator to discuss their learning objectives and potential organizations where the student can develop the desired knowledge and skills. Students are responsible for researching sites and submitting a short list of sites of interest to the faculty coordinator. Students may make first contact with a site to share their resume and preliminary learning objectives and explore the site's interest in hosting the student. This is usually followed by a conference call between the student, the faculty coordinator, and the preceptor. The final decision about a student's placement must be mutually agreeable with the host site and the University. Host sites may request a formal memorandum of agreement with the University.

Students may participate in paid internships as long as the requirements for the Advanced Nutrition Experience can be met at the site.

Onboarding Requirements

Malpractice Insurance

Malpractice insurance is provided through the department. Each site is given a Memorandum of Insurance as evidence that students are covered.

Criminal Background Checks

Facilities providing internship sites for students often request criminal background checks on students as they do for potential employees. The University has contracted with Castle Branch, Inc. to provide these criminal background checks for students. Students are required to sign a notification and release form in order to have this check performed. The results are sent to students and are kept in PRISM for the verification by site managers.

Immunizations, Health Care, and Insurance

All clinical facilities and many other host agencies require specific immunizations prior to the start of the experience that are the student's responsibility to obtain. Student health services can assist with this.

Standard immunizations for all clinical facilities include the following:

- Varicella (chickenpox) – 2 vaccines or positive titer test
- MMR (measles, mumps and rubella) – 2 vaccines or positive titer test
- DTaP (diphtheria, tetanus and pertussis/whooping cough) – 5 doses of the DTaP vaccine before age 7 or titer test
- Tdap (tetanus, diphtheria, and pertussis/whooping cough) – 1 booster vaccine every 10 years
- Hepatitis B – 3 vaccines or positive titer test
- Influenza vaccination
- TB/PPD (tuberculosis skin screening)

Others that may be required by some facilities include, but are not limited to, hepatitis A, polio, and a physical exam. International host agencies/countries will likely have additional requirements or recommendations. As noted in the MPH/RD Handbook, all students must maintain and provide proof of health insurance; all health care expenses are the responsibility of the student.

Attendance Policy

The length of the Advanced Nutrition Experience is based on the number of supervised practice hours required for licensure by the [North Carolina Board of Dietetics/Nutrition \(NCBDN\)](#). All students will track their time and submit timesheets provided in [PRISM](#). All missed time will need to be made up; this will be scheduled directly with and approved by the site preceptor. Failure to complete hours will lead to an incomplete supervised practice experience.

If a student is unable to work, she or he must notify the Practicum Coordinator and the Site Preceptor prior to the scheduled start time.

Dress Code

All students enrolled in the Advanced Nutrition Experience are expected to dress in a professional manner during duty hours at all facilities. The Department of Nutrition dress code is as follows:

1. Skirts, dresses or dress pants. (Skirt hemlines no more than 2" above the knee; pants to the ankle or longer.)
2. Short-sleeved or long-sleeved blouses or shirts. Tank tops, low-cut tops, t-shirts, and shirts with words/text/pictures are not permitted.
3. Hose, tights, or socks.
4. Closed-toe and closed-heel, non-slip shoes if required by site.
5. A clean and pressed lab coat (if the site uses lab coats).
6. Hair in a style that is out of the face and neatly groomed. Neatly trimmed sideburns, beard or moustache.

Each student should talk with his or her preceptor regarding additional dress requirements (e.g. piercings, tattoos, jewelry, etc.). This dress code should be adhered to until the student learns the specific requirements for his or her site; if site requirements are different, the student may dress accordingly.

Global Advanced Nutrition Experience Requirements

The Global Advanced Nutrition Experience may be completed in the US with an organization/agency that works globally or it may be completed internationally. Students who want international experiences are encouraged to begin planning a year in advance of their placement to ensure that travel visas can be obtained and paperwork can be completed well in advance of the experience. In addition to the following requirements, the requirements for the international experience are the same as those for the domestic experience (above).

For students enrolled in the MPH/RD Program, the international experience differs from the domestic experience in two important ways:

1. The preceptor of the experience MUST be a nutrition professional and, ideally, a Registered Dietitian with U.S. credentials.
2. The international component of the experience can contribute only 300 of the 400 required ACEND® internship hours.

Students enrolled in the MPH/RD program completing international experiences must obtain pre-approval for non-RD supervision as well as their plan for completing 100 hours of domestic practice that prepares the student for the global experience.

Preceptor Approval for International Experiences (MPH/RD only)

The student must be supervised by a nutrition professional when an RD is not available. A nutrition professional is defined as someone that has a degree in nutrition or significant training in nutrition as evidenced by the preceptor resume/CV. When a non-RD is the preceptor, the person's resume/CV must be submitted to the Advanced Nutrition Experience faculty coordinator for approval. The student must have routine contact with the nutrition professional and the preceptor must be available to mentor and guide the student's experience. In remote locations, day-to-day supervision may be provided by a local health care provider and nutrition mentoring may occur via Skype and/or routine meetings. In some cases, an RD in the US may serve as the preceptor if a plan for distance-supervision is pre-approved by the Program Director.

Approval of Internship Hours for International Experiences

MPH/RD students who choose to complete their Advanced Global Nutrition Experience outside of the U.S. must complete 100 hours of a preparatory domestic experience under the supervision of an RD prior to the 300 international hours. Faculty coordinators will work with the students to plan an experience that prepares the student for their international experience. Experiences that might "count" for these 100 hours domestically could include:

- Working for a domestic arm of the global organization.
- Completing a related domestic experience that mirrors the planned international experience (e.g., spend this time in a pediatric clinic in the U.S. in preparation for a pediatric experience in India).
- Attending a conference or workshop that is directly related to the planned international experience.
- Participating in supervised activities that allow the student to compare food/nutrition systems.

Plans for the preparatory domestic experience must be approved by the faculty coordinator. The Preparation for Global Experience document must be completed prior to starting global component of global experience.

Roles and Responsibilities

The successful completion of the Advanced Nutrition Experience involves the active commitment of all involved: the faculty coordinators, the site preceptors, and the students. All parties involved should periodically review their responsibilities, below, and bring any concerns to the attention of the faculty coordinator.

Responsibilities of the Faculty Coordinator

The faculty coordinator is employed by the University and is responsible for the organization of the Advanced Nutrition Experience. Responsibilities include:

1. Guiding students in the development of learning objectives during the Experience.
2. Assisting students with identifying and finalizing field placements that will best meet their learning objectives.
3. Providing the knowledge base for the field work through the didactic and interactive experiences in the classroom.
4. Developing and maintaining relationships with sites.
5. Orienting preceptors and students to the purposes and objectives of the Experience.
6. Maintaining contact by telephone or personal visit to each field site (once per Experience; more often upon request) to identify and resolve problems, keep abreast of agency programs, and assess the students' performance and learning.
7. Ensuring that all students have met site-specific onboarding requirements.
8. Ensuring that each student is covered by professional liability insurance in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate.
9. Ensuring that students understand their responsibility for their own transportation, including parking at some sites, while involved in the learning experiences associated with the site.
10. Terminating an individual student's experience if his/her performance is shown to be detrimental to client welfare.

Responsibilities of the Site Preceptor

Preceptor Responsibilities include:

1. Obtaining administrative approval to supervise student(s) in the agency and communicating this in writing to faculty coordinator. Please contact faculty coordinators if an affiliation agreement or memorandum of understanding is required by your agency. It can take two or more months to complete this process.
2. Reviewing Advanced Nutrition Field Experience orientation materials and participating in preceptor training which will include an overview of all student assignments and evaluations.
3. Providing the student with a 400-hour experience that meets the student's learning objectives, contributes to his or her professional skill development, and develops the student's confidence by giving the student as much independence as he or she is capable of handling.
4. Providing an orientation to the host site to include the organizational culture, structure, policies and procedures, expectations, staff and team members, work space, etc.
5. Providing meaningful learning experiences and projects for students, including supervision of day-to-day activities, guidance, and information necessary to practice in the specialty area.
6. Assigning the student a special project of benefit to the student's learning and to the site.
7. Reviewing student deliverables and evaluations throughout the experience to evaluate student progress; reviewing and adjusting the Learning Contract at the mid-point of the experience if needed.
8. Providing notice of lectures, grand rounds, meetings, and conferences taking place at/near the host agency that the student can attend; allowing students to attend these events if they do not

conflict with the completion of daily responsibilities and are educational events that will contribute to the student's growth.

9. Serving as a nutrition role model for the student in the areas of professionalism, confidentiality, and the role of the dietitian by following the Code of Ethics for the Profession of Dietetics.
10. Maintaining periodic contact with the faculty coordinator concerning each student's performance.

Responsibilities of the Student

Student responsibilities include:

1. Developing learning objectives, updating his or her resume, and researching potential sites for the Advanced Nutrition Experience.
2. Meeting with the faculty coordinator to discuss possible placements and develop a strategy for approaching potential preceptors.
3. Maintaining appropriate health insurance throughout the experience.
4. Receiving the appropriate immunizations and other onboarding requirements of the facility prior to the start of the experience and being able to provide documentation that such has been received.
5. Communicating with the preceptor prior to beginning of internship to develop a preliminary work plan.
6. Conducting himself or herself as a responsible and mature professional during the Advanced Nutrition Experience and complying with the site's dress code, policies and procedures, code of conduct, and standards for professionalism. The principles contained in the Code of Ethics for the Profession of Dietetics pertain to the student as well as the credentialed RD.
7. Developing a Learning Contract with the preceptor by the end of the second week and scheduling the proposed activities and/or projects.
8. Scheduling conferences with the preceptor for guidance and evaluation. The Learning Contract can be used to guide these conversations.
9. Communicating with the preceptor regarding any problems that may interfere with meeting expectations.
10. Welcoming and integrating feedback on work performance; accepting responsibility for time management, resource-finding, and quality performance.
11. Phoning the preceptor before the expected arrival time on any morning when illness, bad weather or any emergency prevents the student from participating in the Advanced Nutrition Experience.
12. Referring to the syllabus for the Advanced Nutrition Experience to make sure that requirements are being met throughout.
13. Submitting the final joint evaluation of performance with the preceptor.

APPENDIX A: AHEC Housing

During the Advanced Nutrition Experience, students are responsible for the cost of their own travel, housing, and meals. The North Carolina Area Health Education Centers Program (AHEC) will provide some financial support to assist students with lodging expenses. NC AHEC student housing—short-term lodging in 50 towns/cities across the state—is available for health science students who are completing community-based rotations in NC. Students are not required to use AHEC housing, and it is not meant to replace or serve as a permanent residence while students complete community rotations.

Students must apply for AHEC housing through <http://my.ncahec.net/>. Students will create a MyAHEC account and complete the housing application process online. Once the application is submitted, the local AHEC will contact students with further instructions. Most AHECs require a signed housing agreement and some may ask for a refundable housing deposit. When a student application is approved, the school will be billed for the use of AHEC housing (current rate of \$7.00 night). Please make sure the school is aware of any request for housing.

AHEC Cancellation Policy: The housing application must be cancelled at least 5 days prior to arrival date in order for the school not to be billed (cancellations can be made online). For cancellations that are less than 5 days out, students must contact the local AHEC directly (phone or email). Contact information for the local AHEC will be included in your initial housing confirmation or can be found on the MyAHEC site, student housing section, “Request Housing” page.

Complete details on NC AHEC Travel Guidelines for UNC-Chapel Hill Faculty, Staff, and Students can be found at <http://www.ncahec.net/about-nc-ahec/travel-guidelines/>.

APPENDIX B: Preparation for Global Experience

Please document your plan, learning objectives, and completion of 100 hours of supervised practice to prepare you for a global experience. You will complete in two parts, but load BOTH to the same PRISM Deliverable.

Submission:

- Part 1 can be emailed to beth_jenks@unc.edu prior to the first day of your preparatory experience.
- Parts 1 and 2 with all signatures must be uploaded to PRISM Deliverables prior to the global component of the Advanced Nutrition Experience.

Part 1: Planning the Experience

What is your plan for completing the preparatory experience? For each site that will participate in your preparation, please include the:

- host agency with contact information
- name of supervising dietitian/nutritionist with contact information
- dates of the experience
- number of hours of practice that you will complete at the site

What do you expect to learn through the preparatory experience and how will that prepare you for your global experience? Please list one or two learning statements/objectives for each component of your preparatory experience.

Part 2: Documentation of Supervised Practice

What activities did you complete during the experience(s)?

How many hours of supervised practice did you complete? For each component of the experience you need:

- Number of hours (minimum 100)
- Signature of supervising RD or other approved mentor

_____	_____
Hours	Mentor Signature and Date
_____	_____
Hours	Mentor Signature and Date
_____	_____
Hours	Mentor Signature and Date
_____	_____
Total Hours (>100)	Student Signature and Date

APPENDIX C: Preliminary Work Plan

Complete the following form in collaboration with your preceptor, to ensure you have all information to begin your experience. Your skills and learning objectives may change as you get to know one another and the organization; this document is meant to guide you and your preceptor as you begin your experience. **Upload to PRISM Deliverables prior to your first day.**

Student Information	
Name	
Address	
City/State/Zip	
Phone	Alt Phone
Email	
Emergency Contact	Relationship
Contact Phone	
Practicum Coordinator	
Coordinator Phone	
Site Information	
Site Name	
Preceptor Name	
Phone	Alt Phone
Email	
Start Date/Time	
Normal Work Hours	
Address, 1st Day	Bldg Name/No.?
City/State/Zip	
Other Address/Sites?	
City/State/Zip	

Parking Information	
Goals for experience (minimum two): <i>Check in frequently with preceptor on these!</i>	
General overview of possible projects:	

APPENDIX D: Mentoring Experience Assignment

You are assigned to watch the standardized patient video of one of the first-year MPH/RD students and provide feedback and mentoring to him or her (see detailed instructions in PRISM Resources and/or PRISM Deliverables). You will then answer the following questions:

1. What motivational interviewing skills did the student exhibit well? Please describe at least 2.
2. Identify 1-2 skills for the student to work on and give suggestions for how to practice these skills.
3. Share a useful experience from being in the field and working with a patient/client. Were there techniques that worked well for you? If you could have done something differently, what would you do? What advice do you have for the student in terms of working with patients?

Upload your answers to the above items to PRISM Deliverables. Your practicum coordinator will share your feedback with the student in the video.

This deliverable addresses:

- ACEND® Competency 5.1: Demonstrates leadership skills to guide practice:
 - **Performance Indicator 5.1.6: Understands the mentoring role and practices mentoring and precepting others**

You will be evaluated on the following scale:

5	DOES: The student is able to function independently in utilizing his or her knowledge of the competency in a professional setting.
4	SHOWS: The student is able to demonstrate that, <i>in a supervised practice setting</i> , he or she can perform actions related to this competency based on his or her knowledge of the competency in a professional setting.
3	KNOWS HOW: The student knows how to use their knowledge of this function as a competent professional and has demonstrated this in a classroom setting.
2	KNOWS: The student knows what is required to carry out this function as a competent professional.
1	The student lacks adequate knowledge to practice and perform this function as a competent professional.

Criteria	Fully Met (5)	Partially Met (2-4)	Not Met (1)
Motivational Interviewing Skills	The student identified and described at least 2 MI skills the interviewer used well.	The student identified 1-2 MI skill the interview used well but may not have described the use.	The student did not identify MI skills the interviewer used well.
Constructive Feedback	The student identified 1-2 MI skills for the interviewer to work on and gave suggestions for strengthening skills.	The student identified 1-2 skills for the interviewer to work on but did not give suggestions for practicing skills.	The student did not identify any skills for the interviewer to work on.
Mentor Example	The student explained an experience of working with a patient, identifying what worked well and what they would improve. The student includes advice on effectively working with patients.	The student explained an experience of working with a patient, may or may not have identified what worked well and what they would improve. They may not have included advice on effectively working with patients.	The student may not have explained an experience of working with a patient, may or may not have identified what worked well and what they would improve. They did not include advice on effectively working with patients.

APPENDIX E: Final Assessment

Preceptors will complete the following assessment to provide performance feedback to students

Performance Evaluation						
	Performance Level					Comments & Examples: Provide specific examples to illustrate the rating (student)
Work Products						
Uses resources well in development	1	2	3	4	5	
Seeks assistance from preceptor appropriately	1	2	3	4	5	
Content is accurate and thorough	1	2	3	4	5	
Content is well organized and clearly written	1	2	3	4	5	
Uses appropriate critical thinking when analyzing and preparing products	1	2	3	4	5	
Overall quality of products or services	1	2	3	4	5	
Professionalism						
Interacts well with staff on an individual basis	1	2	3	4	5	
Functions well as a member of a team	1	2	3	4	5	
Is culturally appropriate in interactions with others	1	2	3	4	5	
Flexible and adaptable when faced with change	1	2	3	4	5	
Organizes and prioritizes work and time appropriately	1	2	3	4	5	
Completes work assignments on time	1	2	3	4	5	
Arrives and leaves work at appointed times	1	2	3	4	5	
Demonstrates overall professionalism expected for an	1	2	3	4	5	

entry-level nutrition professional.						
Practices in accordance with the Code of Ethics for the Profession of Dietetics and within the Scope of Dietetics Practice.	1	2	3	4	5	
Applies leadership skills to achieve desired outcomes.	1	2	3	4	5	
Demonstrates professional attributes within various organization cultures.	1	2	3	4	5	

Overall Performance						
	Performance Level					Comments & Examples: Provide specific examples to illustrate the rating (student)
Overall, how would you rank this student's performance during this experience?	1	2	3	4	5	

Preceptor Evaluation (Summary Comments):

Preceptor: _____
Signature

Date ___/___/___

Student: _____
Signature

Date ___/___/___

APPENDIX F: ANE Final Competency Evaluation

Each preceptor will evaluate the student on ACEND® competencies at the end of the experience. Students will be evaluated on the following 5 point scale. The level at which students are expected to perform is noted after each competency or performance indicator, below. Students who do not achieve this level of practice will be provided with remedial experiences until they demonstrate professional competence.

● 5	DOES: The student is able to function <i>independently</i> in utilizing his or her knowledge of the competency in a professional setting.
● 4	SHOWS: The student is able to demonstrate that, <i>in a supervised practice setting</i> , he or she can perform actions related to this competency based on his or her knowledge of the competency in a professional setting.
● 3	KNOWS HOW: The student knows how to use their knowledge of this function as a competent professional and has demonstrated this in a classroom setting.
● 2	KNOWS: The student knows what is required to carry out this function as a competent professional.
● 1	The student lacks adequate knowledge to practice and perform this function as a competent professional.

- Competency 5.1: Demonstrates leadership skills to guide practice. (5)
 - Performance Indicator 5.1.2: Demonstrates understanding of social cues and team dynamics. (3)
 - Performance Indicator 5.1.3: Communicates at the appropriate level and understands emotions and emotional situations. (5)
 - Performance Indicator 5.1.4: Develops conversational and interpersonal skills. (5)
 - Performance Indicator 5.1.5: Reflects on situations and critically evaluates outcomes and possible alternate courses of action. (5)
- Competency 7.2: Uses effective communication, collaboration, and advocacy skills. (5)