



GILLINGS SCHOOL OF
GLOBAL PUBLIC HEALTH

Nutrition

MPH - Nutrition and Dietetics Program
Advanced Nutrition Experience

Handbook for Students and Preceptors

2021 Cohort: FEM Standards

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OVERVIEW OF THE ADVANCED NUTRITION EXPERIENCE

The Advanced Nutrition Experience (ANE) is one of four distinct practice experiences in the MPH-Nutrition and Dietetics Program. 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 are 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 at the host site.

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®).
4. 240 supervised practice hours toward eligibility 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 their 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 competencies taught in the Advanced Nutrition Experience meet ACEND® (Accreditation Council for Education in Nutrition and Dietetics) Future Education Model (FEM) standards. They are mapped to the Advanced Nutrition Experience through field assignments and a final preceptor evaluation.

Each preceptor will evaluate the student on the ACEND® competencies found in [Appendix E](#); evaluations will be completed in PRISM. Students will be evaluated on a 5 point scale with each score indicating the level at which the student is able to perform. The preceptor and student should use this as an opportunity to discuss the student's strengths and opportunities for growth. **Students who do not achieve the required level of practice for each competency will be provided with remediation opportunities until they demonstrate professional competence.**

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.

1. The practicum coordinator meets with students, as a group, to discuss the Experience, including time commitment, fees, desired experience and location, sites used in the past, Experience requirements, etc.
2. The practicum coordinator contacts the site to verify a placement opportunity for the student. Written agreements are negotiated between the facility and the University.
3. Students requiring housing submit applications through [Area Health Education Centers \(AHEC\)](#) (for North Carolina housing) or secure alternate housing.
4. 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 240 hours; start and end dates may be negotiated with UNC and field preceptors. During each week, time is spent on site or remotely with 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. **With this time commitment in mind, working in addition to participation in the experience is not recommended.**

COVID-19 Program Modifications

Nearly all supervised practice sites in NC, and most outside the state, require COVID-19 vaccines and boosters. Please load to PRISM a copy of your vaccine card, including any booster(s) you have received. If you have received a vaccine or booster OTHER than Johnson & Johnson, Moderna, or Pfizer (such as Novavax, Astrazeneca, Sinema, or others), please upload proof of vaccination AND inform Amanda Holliday. Also see Amanda with any questions or if you are unable to be vaccinated for health or religious reasons. Students who choose not to be vaccinated may be unable to complete the program if they are unable to locate a placement site without COVID-19 vaccination requirements.

Per [ACEND®](#), students have frequently been unable to complete their rotations at various practice sites due to COVID-19. The impact of COVID-19 will be seen for some time, potentially resulting in some continued loss of practice sites 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.

Finally, as this handbook is written, we continue to be in the midst of a global pandemic. **All enrolled students must follow masking requirements of their counties, Gillings School of Global Public Health, and field experience sites.** This requirement is to protect both you and your colleagues, clients, and patients. If you disregard mask requirements of your site, or you wear your mask improperly, you may be asked to leave your site. Students who have an authorized accommodation from Accessibility Resources and Services (ARS) may have an exception. For additional information, see the [Carolina Together](#) website.

Advanced Nutrition Experience Requirements and Deliverables

Students will complete activities and assignments (deliverables) related to their field experiences. **All deliverables will be viewed and completed in UNC's PRISM competency tracking software; detailed instructions and rubrics can be found in each student's PRISM ANE folder.** Copies of deliverable evaluations for your review can be found in the Appendices; preceptors will complete these electronically in PRISM. **Preceptors, see [Appendix B](#) for guidelines on accessing student information and evaluations within your PRISM account.**

Students are required to complete the following activities:

1. **Time sheet:** On their first day, students will download the [timesheet](#) included in PRISM deliverables. They will complete it daily, have it signed by the preceptor at the end of the rotation, and submit it to PRISM deliverables by the last day of the experience. Time taken for lunch is not counted toward field experience hours.
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. If you are planning a global experience, please work with your practicum coordinator, as COVID-19 has limited international travel through/for the University. Some students may choose to complete a global experience by working remotely with a global agency.**
3. **Simulation 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-Nutrition and Dietetics students and provide feedback and mentoring to them. See PRISM for specific

instructions.

- *ACEND® Performance Indicator 5.1.6: Understands the mentoring role and practices mentoring and precepting others (5)*
4. **Self-Reflection (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?*”
 - *ACEND® Performance Indicator 5.1.1: Exhibits self-awareness in terms of personality, learning, leadership style, and cultural orientation. (4)*
 5. **Student Evaluation of Preceptor(s) and of Site (PRISM):** Students will complete [this online evaluation](#) of one or more of their site preceptors, their site, and the rotation overall. Instructions and the link can also be found in PRISM.

Students are responsible for preparing these assignments outside of agency hours unless otherwise instructed by site preceptors. Site preceptors are responsible for completing a [final competency and performance evaluation](#) based on ACEND® FEM Competencies. Successful completion of the Clinical Nutrition Experience will only be considered when all assignments are completed, performance evaluations/assessments are completed, and students have met competencies at the ACEND®-required levels.

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-Nutrition and Dietetics Program, a Registered Dietitian must be the primary mentor and supervisor of the student’s experience. Students must meet with a practicum 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 practicum 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 practicum coordinator, and the preceptor. The final decision about a student’s placement must be mutually agreed upon by 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 Certificate of Insurance as evidence that students are covered.

Criminal Background Checks

Facilities request criminal background checks and drug screening on students as they do for potential employees. Drug screens are performed by LabCorp; test results are reported to CastleBranch or similar entities. Background checks are performed by CastleBranch or a similar agency. All results are kept in PRISM for verification by the site preceptor.

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. [Campus Health](#) can assist with this. Standard immunizations for clinical facilities typically 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 positive titer test
- Tdap (tetanus, diphtheria, and pertussis/whooping cough) – 1 booster vaccine every 10 years
- Hepatitis B – 3 vaccines or positive titer test
- Influenza – annually
- TB/PPD (tuberculosis skin screening) – 2-step or QuantiFERON-TB Gold
- COVID-19 - 2 vaccines

Others that may be required by facilities include, but are not limited to, COVID-19, hepatitis A, polio, and a physical exam. As noted in the MPH-Nutrition and Dietetics Program Handbook, all students must maintain and provide proof of health insurance; all health care expenses are the responsibility of the student. International host agencies/countries will likely have additional requirements or recommendations.

Attendance Policy

The Clinical Nutrition Experience contributes to the number of supervised practice hours required for licensure by the [North Carolina Board of Dietetics/Nutrition \(NCBDN\)](#). Students residing in states requiring more than 1000 supervised practice hours for licensure should bring this to the attention of their practicum coordinator. **If you plan to work outside of NC, please check your [state's licensure requirements](#).**

All students will track their time and submit timesheets provided in [PRISM](#). All time missed (due to illness, holidays, vacation, or other) 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, they 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 sites.
5. Hair in a style that is out of the face and neatly groomed. Neatly trimmed sideburns, beard or mustache.

Students should talk with their preceptors 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 their 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 no COVID-19 restrictions are in place through the University or federal government, 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-Nutrition and Dietetics Program, the preceptor for the international experience MUST be a nutrition professional and, ideally, a Registered Dietitian with U.S. credentials. **Students enrolled in the MPH-Nutrition and Dietetics Program completing international experiences must obtain pre-approval for non-RD supervision.**

Approval for International Experiences

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. When a non-RD is the preceptor, the person's resume or curriculum vitae must be submitted to the Advanced Nutrition Experience practicum 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 routine online or telephone 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.

Roles and Responsibilities

The successful completion of the Advanced Nutrition Experience involves the active commitment of all involved: the practicum 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 practicum coordinator.

Responsibilities of the Practicum Coordinator

The practicum 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. Ensuring that all students have met site-specific onboarding requirements.
7. Ensuring that each student is covered by professional liability insurance in the amount of \$2,000,000 per occurrence and \$4,000,000 aggregate.
8. 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.
9. Providing support to students throughout their Experience.
10. 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.
11. Terminating an individual student's experience if their performance is shown to be detrimental to client welfare or to the organization.

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 the practicum coordinator. Please contact practicum 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 a preceptor training which will include an overview of all student assignments and evaluations.
3. Providing the student with a 240-hour experience that meets the student's learning objectives, contributes to their professional skill development, and develops the student's confidence by giving the student as much independence as they are 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 preliminary work plan goals at the midpoint 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 provide educational experiences 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 a registered dietitian by following the [Code of Ethics for the Profession of Dietetics](#).
10. Maintaining periodic contact with the practicum coordinator concerning each student's performance.

Responsibilities of the Student

Student responsibilities include:

1. Developing learning objectives, updating their resume, and researching potential sites for the Advanced Nutrition Experience.
2. Meeting with the practicum 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 themselves as a responsible and mature professional during the Advanced Nutrition Experience and complying with the site's 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 registered dietitian.
7. Arriving at their workstation in sufficient time to be prepared to start working at the assigned hour.
8. Complying with agency policies and procedures, including dressing appropriately to maintain a professional image while working in the health agency.
9. Scheduling regular check-ins with the preceptor for guidance and evaluation.
10. Communicating with the preceptor regarding any problems that may interfere with meeting expectations.
11. Welcoming and integrating feedback on work performance and accepting responsibility for time management, resource-finding, and quality performance.
12. 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.
13. Referring to this Handbook for the Advanced Nutrition Experience to make sure that requirements are being met throughout.

APPENDIX A: AHEC Housing

During the Public Health, Clinical, and Advanced Nutrition Experiences, students are responsible for the cost of their own travel, housing, and meals. NC Area Health Education Center (AHEC) student housing—short-term lodging in 50 towns/cities across North Carolina—is available for health science students who are completing community-based rotations in NC if their site is more than 50 miles from Chapel Hill. The North Carolina Area Health Education Centers Program (AHEC) will provide some financial support to assist students with lodging expenses. **Students wishing to use AHEC housing are encouraged to apply for AHEC housing as soon as they receive their practice site assignment. AHEC housing is not guaranteed and is assigned on a first-come, first-served basis.** 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. If students are asked to pay for AHEC housing, please reach out to Tammy Elliott. The student should not pay for AHEC housing from personal funds.

AHEC Cancellation Policy: The housing application must be canceled 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 can be found at [NC AHEC Travel Guidelines for UNC-Chapel Hill Faculty, Staff, and Students](#).

APPENDIX B: PRISM for Preceptors

For more detailed instructions with images, see [here](#).

Preceptor Quick Set-Up

1. Log in at <https://unc.myprismonline.com>. Click “Forgot your password?” and enter your email address. You will receive a password reset email that is good for one hour.
2. View the students you are working with currently or have worked with previously.
3. Click on the “edit” button to the right of student evaluations to complete competency evaluations.

Completing Evaluations

You will assess your students on all ACEND® and CEPH competencies and performance indicators as well as additional performance measures that your program has mapped to this supervised experiential learning (rotation). For each assessment, unless otherwise noted, you will use the following “Knows, Shows, or Does” scale, as developed and defined by ACEND® to determine the level at which each student is able to perform. **Please note that, unlike a Likert scale (a numerical scale on which student work is typically rated from unacceptable/poor through outstanding/exceptional), the numbers in the scale simply represent the prescribed definitions of competence. Therefore, not every student is striving for a “5” (DOES) on every competency; some competencies—such as those related to book learning or things that are assessed via a quiz rather than implementation of knowledge—may only be relevant and measured at a “3” (KNOWS).**

- 5 DOES: The student is able to perform the described action in an artificial or work situation.
- 4 SHOWS: The student is able to apply the knowledge, skill, and judgment in an artificial or work situation.
- 3 KNOWS: The student is able to demonstrate the required knowledge via oral or written assessment.
- 2 The student lacks adequate knowledge to practice and perform this function as a competent professional.
- 1 The student did not have the opportunity to address this competency at this site.

You will also have the opportunity to comment on each student’s performance related to the competencies, noting special projects the student worked on, unique experiences, areas of strength, needs for improvement, etc. You may also use this space to note any challenges your site may have had in providing the opportunity for the student to meet this competency.

To complete the evaluation, scroll down below the student’s profile information, and select the blue **Edit** button next to the evaluation you wish to complete. You may start and stop the evaluation; it will not be submitted until you “Finalize” the evaluation. After the evaluation is complete, the button will say **View** and students will be able to see your evaluation and comments.

APPENDIX C: Preliminary Work Plan

Complete the following form in collaboration with your preceptor to ensure you have all information to begin your experience. 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	

<p>Goals for experience (minimum two): <i>Check in frequently with preceptor on these!</i></p>	
<p>General overview of possible projects:</p>	
<p>Additional notes: <i>dress code, necessary resources, pre-readings, etc.</i></p>	

APPENDIX D: Mentoring Experience Assignment

You are assigned to watch the standardized patient video of another MPH-Nutrition and Dietetics student and provide feedback and mentoring to them (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:

<input type="radio"/> 5	DOES: The student is able to perform the described action in an artificial or work situation.
<input type="radio"/> 4	SHOWS: The student is able to apply the knowledge, skill, and judgment in an artificial or work situation.
<input type="radio"/> 3	KNOWS: The student is able to demonstrate the required knowledge via oral or written assessment.
<input type="radio"/> 2	The student lacks adequate knowledge to practice and perform this function as a competent professional.
<input type="radio"/> 1	The student did not have the opportunity to address this competency at this site.

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 skills the interviewer 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: ANE Final Competency and Performance Evaluation

Upon completion of the field experience, preceptors will complete the following evaluation in PRISM to provide competency and performance feedback to students. Preceptors will also have the opportunity to describe learning opportunities available to the student, competencies that cannot be met at the site, challenges the student(s) faced, and/or special student achievements. Students will see preceptor responses after the evaluation has been finalized in PRISM; preceptors should also take time to review the assessment with the student and provide additional feedback. **Students should be evaluated on ACEND® competency measures (in red) using the following 5-point scale. The required level of competence is indicated in parentheses after each ACEND® competency; there is no required level of performance for the remaining performance measures (rated from poor to exceptional). Students who are unable to meet ACEND® competencies during the experience will be provided with opportunities for remediation until they achieve the required level of performance.**

<input type="radio"/> 5	DOES: The student is able to perform the described action in an artificial or work situation.
<input type="radio"/> 4	SHOWS: The student is able to apply the knowledge, skill, and judgment in an artificial or work situation.
<input type="radio"/> 3	KNOWS: The student is able to demonstrate the required knowledge via oral or written assessment.
<input type="radio"/> 2	The student lacks adequate knowledge to practice and perform this function as a competent professional.
<input type="radio"/> 1	The student did not have the opportunity to address this competency at this site.

Final Competency and Performance Evaluation					
Student:					
Site/Preceptor:					
	1 Poor	2 Fair	3 Good	4 Very Good	5 Excep- tional
Work Products					
Uses resources well in development.					
Seeks assistance from preceptor appropriately.					
Work is accurate and thorough.					
Work is well organized and clearly written.					
Uses appropriate critical thinking when analyzing and preparing work products.					
Overall quality of products or services. Please rate on the following scale: 1=poor, 2=fair, 3=good, 4=very good, 5=exceptional					
Professionalism					
Interacts well with staff on an individual basis.					

Functions well as a member of a team.					
Is culturally appropriate in interactions with others.					
Is flexible and adaptable when faced with change.					
Organizes and prioritizes work and time appropriately.					
Demonstrates professional attributes within various organization cultures.					
Practices in accordance with the Code of Ethics for the Profession of Dietetics and within the Scope of Dietetics Practice .					

ACEND® Evaluation/Overall Performance: Do NOT leave blank. Required level of performance on competencies and performance indicators (PIs) noted in parentheses; students will be provided with remediation until all are met at the level required by ACEND®.					
	1	2	3 Knows	4 Shows	5 Does
Competency 5.1: Demonstrates leadership skills to guide practice. (5)					
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 6.1: Incorporates critical thinking skills in practice. (5)					
Competency 7.1: Assumes professional responsibilities to provide safe, ethical, and effective nutrition services. (5)					
Performance Indicator 7.1.1: Demonstrates ethical behaviors in accordance with the professional Code of Ethics. (5)					

CEPH (Council on Education for Public Health) Evaluation/Overall Performance: Leave blank ONLY if not applicable.					
	Poor	Fair	Good	Very Good	Exceptional
Overall, how would you rank this student's performance during this experience?					
Overall, how would you rank the <i>quality</i> of this student's work products?					
Overall, how would you rank the <i>usefulness</i> of this student's work products?					
	Never	Rarely	Some-times	Often	Always
Turned in assignments on time.					
Maintained agreed upon work schedule.					
Maintained professionalism.					

Adhered to agency standards, policies, and procedures.					
Completed Food Environment Assessment and nutrition presentation/handout as outlined in rubric.					

Please describe at least two strengths the student exhibited during the field experience.

Please list at least two areas the student should work on to improve or maximize their effectiveness as a public health/nutrition professional.

Would you recommend the student to one of your colleagues as a future employee? (Please explain.)

Prefer not to say	Would not recommend	Recommend with some reservations	Recommend with confidence	Recommend with enthusiasm

Did the student make significant, immediate, and direct impacts to the health of the community during their field experience that warrant recognition? If yes, please tell us more [here](#) so that we may nominate the student for an Impact in Practice award.

Other Comments:

APPENDIX F: Checklists for Students and Preceptors

Students

- Time Sheet
- Preliminary Work Plan
- Mentoring Experience Assignment
- Self Reflection
- Final Rotation/Site/Preceptor Evaluation

Preceptors

- Sign: Time Sheet*
- Assist: Preliminary Work Plan*
- Nothing to review or sign for this assignment*
- Nothing to review or sign for this assignment*
- PRISM Evaluation: Final Competency & Performance