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**GILLINGS SCHOOL OF  
GLOBAL PUBLIC HEALTH**

# **Nutrition**

**MPH-Nutrition and Dietetics Program  
Public Health Nutrition Experience**

**Handbook for Students and Preceptors**

**2021 Cohort: FEM Standards**

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## **OVERVIEW OF THE PUBLIC HEALTH NUTRITION EXPERIENCE**

The Public Health Nutrition Experience (PHNE) is one of four distinct supervised practice experiences in the coordinated MPH-Nutrition and Dietetics program. It includes 240 hours of unpaid, RD-supervised practice.

### **Purpose of the Public Health Nutrition Experience**

The purpose of the Public Health Nutrition Experience is to enhance students' knowledge and skills through a supervised work experience while also exposing the student to many different aspects of a career in public health or community nutrition. This exposure will provide:

1. An understanding of how a public health department or organization supports its community.
2. The skills and confidence necessary to perform at entry level in a public health setting.
3. The perspective to choose areas of interest and expertise for those interested in public health/community nutrition careers.
4. The opportunity to achieve competency measures established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND®).
5. 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 Public Health Nutrition Experience**

The goals of the Public Health Nutrition Field Experience are to **help the student understand/experience:**

1. The breadth and scope of public health nutrition in a changing environment.
2. The roles and responsibilities of the public health nutritionist and the dynamics of their interactions with other health professionals and community members.
3. The cultural diversity of the community and socio-economic/cultural impacts on nutrition-related practices, beliefs, needs, and services.
4. The variety of traditional and non-traditional agencies providing public health nutrition programs and services, and how these agencies can cooperate in their efforts.
5. Strategies to assess the nutrition needs of communities and to identify the gaps in services currently provided using both quantitative and qualitative sources of data.
6. Strategies for coalition building with community organizations and with public health agencies to develop program plans and provide nutrition services addressing the needs identified.
7. The principles of evaluating public health nutrition programs and services.
8. Basic principles of leadership and management, including personnel management and fiscal allocation.
9. Strategies to influence policy action related to healthy eating and active living.

### **AND to assist the preceptor and agency by:**

1. Providing services and documents that will further public health nutrition efforts in the community; e.g., direct services to clients, in-service training, material development, literature reviews, community health promotion, community assessment, and program planning and evaluation.

2. Enhancing coalition building with the community and other public health nutrition agencies through student contacts.
3. Assisting with efforts to increase public health nutrition visibility at the county and state levels.

### Core Knowledge and Competencies

The competencies taught in the Public Health Nutrition Experience meet ACEND®'s (Accreditation Council for Education in Nutrition and Dietetics) Future Education Model (FEM) and CEPH (Council on Education for Public Health) standards. They are mapped to the Public Health Nutrition Experience through field assignments and a final preceptor evaluation.

A midpoint [competency evaluation](#) will be completed by the preceptor in PRISM and reviewed by the practicum coordinator from UNC to ensure that any questions or concerns are addressed and that the student is on track to meet all competencies. This evaluation will be shared with the student. The preceptor will then complete the same competency evaluation, as well as the assessment of additional performance measures, at the end of the field experience to assess the student's growth and competence to practice. 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.**

## PUBLIC HEALTH NUTRITION EXPERIENCE MANAGEMENT

### Planning and Scheduling

The Public Health Nutrition Experience is scheduled after students have completed preparatory course work. The following list summarizes the events that occur as the placements are made.

1. The practicum coordinator meets with students, as a group, to discuss the experience, including time commitment, fees, sites used in the past, experience requirements, etc.
2. The practicum coordinator contacts the sites to verify continued placement opportunities for the students. Written agreements are negotiated between the facility and the University.
3. The practicum coordinators finalize placements.
4. Students requiring housing submit applications through [Area Health Education Centers \(AHEC\)](#) (for North Carolina housing) or secure out-of-state housing.
5. 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 supervised practice experience.**

### Time Commitment

The experience is a full-time, supervised practice of 240 hours. During each week, time is spent on site at the assigned public health facility or remotely working under a registered dietitian/nutritionist. Hourly schedules may vary according to the dietitians' schedules. Students should plan to work holidays and some weekend hours if their departments work these days; this will be determined by the site preceptor.

**Students should discuss with their practicum coordinator any requests for significant alterations in schedules or time off PRIOR to making this request of the preceptor.**

**In addition to 240 hours completed on site, time will be spent outside work hours completing the experience requirements.** Time is not always available during the day to attend to these assignments and preceptors are not required to make time available. Instead, students should expect to complete these assignments at night and on the weekends. **With this time commitment in mind, working in addition to participation in the Experience is not recommended.**

#### *COVID-19 Program Modifications for Students*

Nearly all supervised practice sites in NC, and most outside the state, require COVID 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 reasons. Students who choose not to be vaccinated may be unable to complete the program if they are unable to locate alternate placement sites.

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 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.

#### **Public Health Nutrition Experience Requirements and Deliverables**

Students will work with preceptors to identify and schedule a variety of observations and visits within the host agency/community and to complete activities that expose students to a variety of clinics, services, and decision-making processes within the host agency. These experiences provide students an opportunity to learn about many nutrition-related services in the community. In addition, students will

complete the following assignments. **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 PHNE folder**.** Copies of deliverable evaluations 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.**

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 must be submitted to PRISM deliverables 2 weeks prior to the start of the experience.**
3. **Food Environment Assessment ([Appendix D](#))**: To meet [CEPH](#) requirements, students must demonstrate attainment of at least five competencies in the applied practice experience, with a minimum of two work products. In this first product, students will explore demographic and socioeconomic disparities and challenges in their site's food environment by a) using photographs, mapping, and in-store assessments to understand and illustrate the county or community food environment, and b) utilizing systems thinking concepts and tools in the complex assessment of the community. Students will present this "snapshot" of the food environment to dietitians (and other staff as desired by the site) and will provide their data to the site for future use. See PRISM Resources for an example. Presentation slides and the completed assessment are to be uploaded to PRISM deliverables by the student. Preceptors will evaluate students in PRISM and provide them with feedback on their performance.
  - *CEPH Competency MPH07: Assess population needs, assets, and capacities that affect communities' health.*
  - *CEPH Competency MPH20: Communicate audience-appropriate public health content, both in writing and through oral presentation.*
  - *CEPH Competency MPH22: Apply systems thinking tools to a public health issue.*
  - *CEPH Nutrition Concentration Competency NUTR03: Evaluate how social, cultural, environmental and community factors impact dietary intake and nutrition related outcomes in individuals, families, and communities.*
  - *ACEND® Competency 1.6: Applies knowledge of social, psychological, and environmental aspects of eating and food.*
  - *ACEND® Performance Indicator 1.6.4: Analyzes the environmental factors affecting access to services and/or adequate nutrition.*
4. **Nutrition Presentation and Handout ([Appendix E](#))**: In this second [CEPH](#) product, students will determine an audience; assess their needs; then plan, develop, and deliver a nutrition presentation for staff or community members. Students must create an accompanying handout and submit both the handout and presentation slides to PRISM deliverables by the end of the experience. The preceptor will evaluate both the presentation and handout in PRISM.

- *CEPH Competency NUTR04: the student was able to independently plan, develop and evaluate nutrition related health promotion/disease prevention services, products, programs, or interventions (including policy analysis) using appropriate evidence or data.*
- *ACEND® Competency 1.15: the student was able to apply knowledge of nutritional health promotion and disease prevention for individuals, groups, and populations.*
- *ACEND® Performance Indicator 2.4.12: the student was able to evaluate the effectiveness of nutrition education and make modifications as required.*

5. Meetings and Observations: Required Activities Checklist ([Appendix F](#)): The following meetings and observations are recommended to help the student better understand the structure and operations of the host agency as well as the services provided in the community. See the Appendix and/or PRISM deliverables for details of each. If the student is unable to complete any of these, please utilize county websites and phone or Zoom interviews to familiarize the student with the relevant services. Please also consider any others relevant to the host agency's work in the community. The preceptor must sign the completed checklist prior to the student's PRISM submission.

Required meetings/observations

- Meeting with a supervisor or director of host agency services
- Meeting with program directors or observing key agency services
- Observation of Management Team or Board meeting
- Observation of WIC services (6 hour observation or 6 online training modules required)
- Meeting or observation re: Emergency Food Supply/Food Bank

Optional but recommended meetings/observations

- Child/School Nutrition Services
- Senior Services/Congregate Meal Site
- Parks & Recreation Department
- Home Visit

- *CEPH Competency NUTR04: the student was able to independently plan, develop and evaluate nutrition related health promotion/disease prevention services, products, programs, or interventions (including policy analysis) using appropriate evidence or data.*

6. 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.

**After gathering data for deliverables onsite, students are responsible for preparing these assignments outside of agency hours unless otherwise instructed by site preceptors.** Site preceptors are responsible for assessing student performance on these assignments in addition to completing a [midpoint](#) and a [final competency and performance evaluation](#) based on ACEND® FEM competencies. Successful completion of the Public Health 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

Public/community health sites are located throughout North Carolina; these vary annually depending upon the facilities' ability to work with students. **All students should be prepared for possible placement outside of the Raleigh, Durham, Chapel Hill area.**

### Onboarding Requirements

#### Liability Insurance

Liability 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 Castle Branch or similar entities. Background checks are performed by Castle Branch or similar. All results are kept in PRISM for verification by the site preceptor.

#### Immunizations, Health Care, and Insurance

All facilities 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 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 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

Others that may be required by facilities include, but are not limited to, hepatitis A, polio, and a physical exam. As noted in the MPH-Nutrition and Dietetics Handbook, all students must maintain and provide proof of health insurance; all health care expenses are the responsibility of the student. We encourage students to check the end date of their health insurance to be sure that coverage is provided through the end of the experience. Previously, the student health plan has expired prior to the end of the experience.

## 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 Public Health 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.

## Roles and Responsibilities

The successful completion of the Public Health 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. **Should any concerns arise while onsite, please bring these to the attention of the practicum coordinator in a timely fashion.**

### Responsibilities of the Practicum Coordinator

The practicum coordinator is employed by the University and is responsible for the organization of the Public Health Nutrition Experience. Responsibilities include:

1. Developing and maintaining relationships with sites;

2. Assigning students to public health sites that are felt to best meet the needs of both students and sites;
3. Providing the knowledge base for the field work through the didactic and interactive experiences in the classroom;
4. Orienting preceptors and students to the purposes and objectives of the Experience;
5. Ensuring that all students have met site-specific onboarding requirements;
6. Ensuring that each student is covered by professional liability insurance in the amount of \$2,000,000 per occurrence and \$4,000,000 aggregate;
7. 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;
8. Providing support to students throughout their Experience;
9. Maintaining contact by telephone or personal visit to each field site (once per field experience; more often upon request) to identify and resolve problems, keep abreast of agency programs, and assess the students' performance and learning;
10. 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 the resume for students assigned to the field agency, in order to better prepare for the students' arrival. Resumes are available in PRISM under Onboarding Documents.
3. Reviewing Public Health Nutrition Experience orientation materials and participating in preceptor training, which includes an overview of all student assignments and evaluations.
4. Getting students started as soon as possible. Students may need a gentle nudge to "take the plunge" but many are ready (and want) to jump in and contribute. Provide some support and supervision but allow students to grow and develop.
5. Serving as a public health nutrition role model for students: setting an example for students in the areas of professionalism, confidentiality, and the role of the dietitian by following the [Code of Ethics for the Profession of Dietetics](#).
6. Providing an opportunity for students to meet with and talk with other dietitians/nutritionists and/or program/clinic coordinators in the agency.
7. Assisting students with identifying other community agencies providing public health nutrition services (students are responsible for making contacts and setting up appointments with these agencies).
8. Providing meaningful learning experiences and projects for students.
9. Reviewing student deliverables and evaluations throughout the experience to evaluate student progress.
10. Maintaining periodic contact with the practicum coordinator concerning each student's performance.

## Responsibilities of the Student

Student responsibilities include:

1. Submitting a current resume in NUTR 701 and in PRISM (this can be found under PRISM Onboarding Documents for the Assignments rotation; it will be visible to the PHNE site as student rotations are entered in PRISM).
2. Applying for AHEC housing, as needed, AFTER being matched. ([Appendix A](#))
3. Maintaining appropriate health insurance throughout the experience.
4. Receiving the appropriate immunizations required by 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 the beginning of the experience to introduce oneself and answer any questions.
6. Conducting oneself as a responsible and mature professional during the Public Health 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 work 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 of 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 Public Health Nutrition Experience.
13. Referring to this Handbook for the Public Health 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. *If you receive an error message, please contact [melissawalter@unc.edu](mailto:melissawalter@unc.edu).*
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 UNC’s 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 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 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

The following form can be found in the students' PRISM deliverables. Students, please complete this 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 two weeks 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?	
Parking Information	

<p>Student 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: Food Environment Assessment

Students will assess the food environment of their field site and share their findings with their work team. Preceptor: Please use the questions below to evaluate the student's presentation of their food environment assessment. **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.

You will have the opportunity to score AND comment on each measure in PRISM; please explain any scores lower than 4 and feel free to comment on student strengths or areas for improvement.

<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.

Food Environment Presentation Assessment					
Student:					
Site/Preceptor:					
County/Community:					
	1 Poor	2 Fair	3 Good	4 Very Good	5 Excep- tional
Performance Evaluation					
Created a presentation appropriate to the target audience, tying the food environment to nutrition challenges of the community and host site.					
Designed an engaging or attention-getting introduction that identified the purpose of the teaching session and established a framework for the remainder of the presentation.					
Designed a presentation, handout, brochure, or other communication that had a clear message.					
Maintained eye contact with the audience and was appropriately animated (gestures, moving around, etc.).					
Used a clear, audible voice.					
Used good language skills and accurate pronunciation.					
Defined any technical terms and used language appropriate for the target audience.					

Gave accurate, evidence-based information that was relevant to the overall purpose of the presentation, handout, or other literature.					
Used appropriate visual aids that were relevant, well-prepared, informative, effective, not distracting. <i>Powerpoint, photos, maps, etc.</i>					
Demonstrated the importance of cultural humility in communicating nutrition and public health content.					
Presented information in a logical sequence.					
Communicated key findings professionally and effectively for the situation, whether orally, visually/graphically, or through written means.					
Presented within allotted time.					
Identified potential applications for current or future practice.					
Cited references consistently throughout, in either APA or AMA format.					
<b>CEPH Competency Evaluation</b>	1 Poor	2 Fair	3 Good	4 Very Good	5 Exceptional
CEPH Competency MPH07: Assess population needs, assets, and capacities that affect communities' health.					
CEPH Competency MPH20: Communicate audience-appropriate public health content, both in writing and through oral presentation.					
CEPH Competency MPH22: Apply systems thinking tools to a public health issue.					
CEPH Nutrition Concentration Competency NUTR03: Evaluate how social, cultural, environmental and community factors impact dietary intake and nutrition related outcomes in individuals, families, and communities.					
<b>ACEND® Competency Evaluation</b>	1	2	3 Knows	4 Shows	5 Does
Competency 1.6: Applies knowledge of social, psychological, and environmental aspects of eating and food. (4)					
Competency 1.6.4: Analyzes the environmental factors affecting access to services and/or adequate nutrition. (4)					

## **APPENDIX E: Nutrition Presentation and Evaluation**

Students will deliver a nutrition presentation and accompanying handout/literature for staff or community members; they may use existing resources, but must modify these. Students will submit their presentation, handout/literature, planning summary, and signed preceptor assessments through PRISM by the last day of the field experience.

**Purpose:** Each field team or student, depending on how many students are placed at the site, is required to plan, deliver, and evaluate a nutrition communication presentation targeting field-agency staff, partners, or community members. Each individual student is required to design a nutrition handout, brochure, or other print material to accompany the presentation. The nutrition presentation may consist of:

- a lunch-and-learn or similar seminar for staff at the field agency
- a group nutrition education session for clients
- a class on nutrition to students in a classroom/after school setting
- a nutrition-focused presentation at a town hall meeting, citizen advisory meeting, or other community gathering

The presentation and accompanying handout will meet the following ACEND® and CEPH competencies and performance indicator:

- ACEND® Competency 1.15: Applies knowledge of nutritional health promotion and disease prevention for individuals, groups, and populations.
  - Performance Indicator 2.4.12: Evaluates effectiveness of nutrition education and makes modifications as required.
- CEPH Competency NUTR04: Independently plan, develop, and evaluate nutrition-related health promotion/disease prevention services, products, programs, or interventions (including policy analysis) using appropriate evidence or data.

### **Instructions:**

1. Talk with your preceptor about what type of nutrition presentation would best fit the needs of the agency and provide you with an opportunity to enhance your planning and communication skills.
2. After selecting your presentation type, work with your preceptor to identify your target audience, the setting, duration and format, and proposed presentation topics.
3. Use the attached **Presentation and Handout Planning Activities** to guide your planning. Do NOT submit this worksheet. You'll summarize your planning on the evaluation form.
4. After your presentation, discuss with your preceptor their evaluation of your presentation delivery (see the attached **Nutrition Presentation Assessment Form**) and of your handout or brochure (see the attached **Nutrition Handout Assessment Form**). Upload the completed and signed assessment forms to PRISM.
5. Summarize your planning activities for both the presentation and handout and list your presentation materials and references. Materials include slides, presentation notes/talking points, handouts, visual aids, and props. Upload to PRISM a copy of your presentation slides or notes, your nutrition handout, and any other material your team developed for the presentation; load these with your preceptor evaluation.

## Nutrition Presentation and Handout Planning Activities

Use this to guide your planning but do not submit to PRISM.

1. Audience:
  - a. What information have you gathered from or about your target audience? *Consider their demographics, beliefs, preferences, challenges, etc.*
  - b. How did you decide on your presentation topic using this information? *What questions do they have, how much detail do they want/need, what is the right tone for the audience, etc.*
2. Objectives:
  - a. What do you want to achieve with this presentation and handout(s)? *What action do you want your audience to take? Do you need to make current materials more user-friendly, or do you need to create something new?*
3. Content:
  - a. What are the main points you wish to make? Learning objectives to include?
  - b. What supporting information will help your audience understand, believe in, and agree with your main points? This information includes factual data, practical examples, quotes, or other visual aids such as video clips or photos.
  - c. What material(s) will you develop, adapt, or update for this presentation? [NOTE: In order to fulfill *Competency 1.15: Applies knowledge of nutritional health promotion and disease prevention for individuals, groups, and populations*, you will have to develop some part of the presentation content.]
  - d. How will you encourage interaction with your audience? List planned activities, demonstration, or discussions.
  - e. Did you organize your handout for your reader? *A “skimmable” document with headers, bullets, etc. makes the document easy to read and quickly understood.*
  - f. Did you provide a clear take-away message? *Make it clear and put it first. Readers appreciate documents that begin with the main point.*
  - g. Did you use typography and white space appropriately? *Fonts and other typographical elements should make your document more readable, not fancier. Having enough blank space in the margins and between sections also increases readability. Other typographical elements to consider include use of organization’s logo and standard fonts; left justification; no more than 2 fonts, generally 12-14 point, with headings 16-18 point; dark fonts on a light background for best readability; colored fonts limited to titles and headers; use of bold text, not ALL CAPITALS, with italics and underlines used sparingly.*
  - h. Did you test for readability and user reactions? *Consider the average grade level and/or language needed for your reader.*
  - i. Did you get approvals from supervisors and other stakeholders? Your marketing or human resources staff?
4. Evaluation:
  - a. How will you evaluate whether your objectives were met? Evaluations may include questions asked of your audience during or at the end of the presentation, or a very short written survey administered after the presentation.

### Nutrition Presentation Assessment Form

**Preceptor:** Please use the questions below to evaluate the student's nutrition presentation. **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.

You will have the opportunity to score AND comment on each measure in PRISM; please explain any scores lower than 4 and feel free to comment on student strengths or areas for improvement.

<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.

Nutrition Presentation Assessment					
Student:					
Site/Preceptor:					
Topic:	1 Poor	2 Fair	3 Good	4 Very Good	5 Exceptional
<b>Performance Evaluation</b>					
Created a presentation appropriate to the target audience.					
Designed an engaging or attention-getting introduction that identified the purpose of the teaching session and established a framework for the remainder of the presentation.					
Designed a presentation, handout, brochure, or other communication that had a clear message.					
Maintained eye contact with the audience and was appropriately animated (gestures, moving around, etc.).					
Used a clear, audible voice.					
Used good language skills and accurate pronunciation.					
Defined any technical terms and used language appropriate for the target audience.					
Gave accurate, evidence-based information that was relevant to the overall purpose of the presentation, handout, or other literature.					

Used appropriate visual aids that were relevant, well-prepared, informative, effective, not distracting. <i>Powerpoint, images, graphics, etc.</i>					
Demonstrated the importance of cultural humility in communicating nutrition and public health content.					
Presented information in a logical sequence.					
Communicated key findings professionally and effectively for the situation, whether orally, visually/graphically, or through written means.					
Presented conclusion with clear summary of material.					
Presented within allotted time.					
Cited references consistently throughout, in either APA or AMA format.					
<b>CEPH Competency Evaluation</b>	1 Poor	2 Fair	3 Good	4 Very Good	5 Excep- tional
CEPH Competency NUTR04: Independently plan, develop and evaluate nutrition related health promotion/disease prevention services, products, programs, or interventions (including policy analysis) using appropriate evidence or data.					
<b>ACEND® Competency Evaluation</b>	1	2	3 Knows	4 Shows	5 Does
Competency 1.15: Applies knowledge of nutritional health promotion and disease prevention for individuals, groups, and populations. (4)					
Performance Indicator 2.4.12: Evaluates effectiveness of nutrition education and makes modifications as required. (5)					

### Nutrition Handout Assessment Form

Preceptor: Please use the questions below to evaluate the student's nutrition handout or brochure.

**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.

Nutrition Handout Assessment					
<b>Student:</b>					
<b>Site/Preceptor:</b>					
<b>Topic:</b>	1 Poor	2 Fair	3 Good	4 Very Good	5 Exceptional
<b>Performance Evaluation</b>					
Created a handout appropriate to the target audience.					
Designed a presentation, handout, brochure, or other communication that had a clear message.					
Gave accurate, evidence-based information that was relevant to the overall purpose of the presentation, handout, or other literature.					
Used appropriate visual aids that were relevant, well-prepared, informative, effective, not distracting. <i>Images, graphics, etc.</i>					
Demonstrated the importance of cultural humility in communicating nutrition and public health content.					
Presented information in a logical sequence.					
Considered design concepts to engage the reader and improve readability or usability.					
Utilized design standards as set by the host organization, where appropriate, related to branding (logos, fonts, colors, etc.).					
Communicated key findings professionally and effectively for the situation, whether orally, visually/graphically, or through written means.					
Cited references consistently throughout, in either APA or AMA format.					
<b>CEPH Competency Evaluation</b>	1 Poor	2 Fair	3 Good	4	5

				Very Good	Exceptional
CEPH Competency NUTR04: Independently plan, develop and evaluate nutrition related health promotion/disease prevention services, products, programs, or interventions (including policy analysis) using appropriate evidence or data.					

### Nutrition Presentation and Handout Summary

Submit to PRISM with materials created. You may upload multiple documents.

1. Audience:
  - a. What information did you gather about your audience to select your presentation and handout topic?
2. Objectives:
  - a. List what you wanted the audience to understand and what actions you wanted them to take following your presentation.
  - b. How did the concept of cultural humility guide your objectives?
3. Content:
  - a. What were the main points of your presentation? of your handout?
  - b. What material(s) did you develop, adapt, or update for this presentation? for your handout?
  - c. How did you encourage interaction with your audience? List activities, demonstration, or discussions.
  - d. How did you call your reader to action in your handout?
  - e. How did the concept of cultural humility inform your content?
4. Evaluation:
  - a. How did you evaluate whether your presentation and handout objectives were met?
  - b. What did you find?
  - c. Did you make modifications to an existing presentation to increase effectiveness of the nutrition education (if yes, explain)?
  - d. Did you make modifications to an existing piece of literature to increase effectiveness of the nutrition education (if yes, explain)?
  - e. What modifications would you now make on both based on your audience/reader feedback? (*Performance Indicator 2.4.12: Evaluates effectiveness of nutrition education and makes modifications as required.*)

#### Materials:

List materials used to support your presentation and handout: include slides, presentation guides/notes or talking points, handouts, visual aids, and props. Please upload to PRISM a copy of your presentation slides, notes, or talking points AND your handout.

#### References:

Please list the references and data sources used in developing your materials and presentation; use APA or AMA format.



## APPENDIX F: Required Activities Checklist

This checklist documents progress toward meeting ACEND® field practice hours for MPH-Nutrition and Dietetics students completing the Public Health Nutrition Field Experience. The following meetings and observations are recommended to help students better understand the structure and operations of the host agency, to expose them to the roles of managers/administrators within the agency, to illuminate the decision-making processes of management teams/boards, and to familiarize them with the services provided in the community. Students should schedule these meetings by phone or Zoom if not available in person; however, we also respect the time constraints under which public health professionals are working due to COVID-19 and know that these may not all be feasible. If students are unable to complete any of these, they should attempt to familiarize themselves with each through county website(s), interviews, and conversations with the preceptor(s). All activities must be completed and documented by the last day of the field experience and a SIGNED copy of this tracking document (found in PRISM) must be uploaded to PRISM.

Person/Title or Group Interviewed; Location Observed	Date(s)	Required Meetings and Observations
		<p><b>Supervisor or director of host agency services.</b> Students are required to meet with and interview a supervisor of an organizational unit or the director of the host agency. The purpose of the meeting is to discuss the role of the supervisor, the challenges faced in meeting community needs, budget issues and priorities, and decision-making processes within the agency.</p>
		<p><b>Key agency services.</b> Students are required to meet with service/program directors or observe a <u>sample</u> of services offered through the agency, for example:</p> <ul style="list-style-type: none"> <li>• a variety of clinics (prenatal, family planning, child health)</li> <li>• community-based programs in churches, schools, or other settings</li> <li>• consultation visits with staff: school nurses; high-risk nutritionists; regional nutritionists, nurses, or health promotion consultants.</li> </ul>
		<p><b>Management Team or Board Meeting.</b> Students should observe a meeting of a “decision-making” or leadership body. Examples include a division or agency management team meeting, an agency or county board meeting, or a program/initiative steering committee meeting. The purpose is for students to observe the decision-making process within the organization. Note that many county Board of Health meetings are currently online and open to the public.</p>
		<p><b>WIC Program Visit (6 hour observation: required)</b> Students should contact the nearest WIC Director, ask to schedule an orientation to the WIC Program, and ask if it would be possible to shadow a WIC client through the certification process. <b>If students are unable to shadow due to COVID-19, they will complete <u>WIC Basic Training</u> modules 1-6 <a href="#">here</a></b> (scroll down to WIC Basic</p>

		Training and click to view details and links to individual modules). <i>If Adobe Presenter training modules will not open, please try a different browser or update browser settings to allow the site to open. Email <a href="#">Melissa</a> for assistance.</i> When this visit or training is over, students should understand the basic steps required for WIC Program certification.
		<b>Emergency Food Supply/Food Bank.</b> Students should contact the director of the local food bank and talk with the director about their target service population, how food is gleaned or donations collected, how food is distributed, types of food available, etc.
<b>Person/Title or Group Interviewed; Location Observed</b>	<b>Date(s)</b>	<b>Recommended Meetings and Observations</b>
		<b>Child/School Nutrition Services.</b> Students should contact the nearest child nutrition director for the city or county school system to schedule an orientation and observation. This may be an observation or an activity. Students may observe or assist with meal preparation in a school kitchen, assist with meal service to children, observe children in the cafeteria, conduct a taste-test, present a brief nutrition activity for children in a classroom, help with COVID-19 meal services/delivery, or other activity. The nature of the activity is dependent on the type of school nutrition experiences available during the experience.
		<b>Senior Services/Congregate Meal Site.</b> Students should contact Senior Services for the host county and talk to the supervisor of the congregate meal site about nutrition services for seniors in the community and nutrition services (education and counseling) available to seniors. Students should also, when possible, spend some time talking with older adults who are participating in these services.
		<b>Parks and Recreation Department.</b> Students should talk with a Parks and Recreation director, commissioner, board member, or staff leading programming and discuss the role that the local <a href="#">Parks and Recreation Department</a> plays in the community. What services does it offer? How does it influence the local economy, health, environment, and social supports? What programming is available for afterschool, summer for children, adults, and older adults. Where are those services available, who participates, and what are the costs?
		<b>Home Visit.</b> Students should schedule this visit with a lactation consultant, a nutritionist that makes home visits to children with special needs, a nurse that visits newborns, or a care provider in a home health agency. This is an observational visit. Talk to the supervising health professional regarding their role and their expectations during the visit. The purpose of the visit is to gain an understanding of how a home visit adds to the clinician's understanding of the client within the home/family context.

## APPENDIX G: Midpoint Competency Evaluation

At the end of week three of the student's field experience, preceptors will complete the following evaluation in PRISM to provide **competency** 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) are facing, 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. **Responses will be based on ACEND®'s evaluation scale (Knows, Shows, and Does) for Future Education Model programs.**

<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.

Midpoint Competency Evaluation					
Student:					
Site/Preceptor:					
<b>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®.</b>					
	1	2	3 Knows	4 Shows	5 Does
Competency 5.1: Demonstrates leadership skills to guide practice. (5)					
PI 5.1.1: Exhibits self-awareness in terms of personality, learning, leadership style, and cultural orientation. (4)					
PI 5.1.3: Communicates at the appropriate level and understands emotions and emotional situations. (5)					
PI 5.1.4: Develops conversational and interpersonal skills. (5)					
PI 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)					
PI 7.1.1: Demonstrates ethical behaviors in accordance with the professional Code of Ethics. (5)					

## APPENDIX H: 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					
<b>Student:</b>					
<b>Site/Preceptor:</b>					
	1 Poor	2 Fair	3 Good	4 Very Good	5 Exceptional
<b>Work Products</b>					
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					
<b>Professionalism</b>					

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 <a href="#">Code of Ethics for the Profession of Dietetics</a> and within the <a href="#">Scope of Dietetics Practice</a> .					

<b>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®.</b>					
	1	2	3 Knows	4 Shows	5 Does
Competency 5.1: Demonstrates leadership skills to guide practice. (5)					
PI 5.1.1: Exhibits self-awareness in terms of personality, learning, leadership style, and cultural orientation. (4)					
PI 5.1.3: Communicates at the appropriate level and understands emotions and emotional situations. (5)					
PI 5.1.4: Develops conversational and interpersonal skills. (5)					
PI 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)					
PI 7.1.1: Demonstrates ethical behaviors in accordance with the professional Code of Ethics. (5)					

<b>CEPH (Council on Education for Public Health) Evaluation/Overall Performance: Leave blank ONLY if not applicable.</b>					
	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 I: Checklists for Students and Preceptors

### **Students**

- Time Sheet
- Preliminary Work Plan
- Food Environment Assessment
- Nutrition Presentation & Handout
- Required Activities Checklist
- Final Rotation/Site/Preceptor Evaluation

### **Preceptors**

- Sign: Time Sheet*
- Assist: Preliminary Work Plan*
- PRISM Evaluation: Food Environment Assessment
- PRISM Evaluation: Nutrition Presentation & Handout
- Sign: Required Activities Checklist*
- PRISM Evaluation: Midpoint Competency
- PRISM Evaluation: Final Competency & Performance