Desired Professional Skills for Students in Supervised Practice/Experiential Learning

NDEP Development Committee

Presented by:
Becky Wojcik, MA, RDN, LDN (rwojcik@wcupa.edu)
Alessandra Sarcona, EdD, RDN, CSSD (asarcona@wcupa.edu)

Objectives for Nutrition and Dietetics Educators and Preceptors

- Identify attributes and components of professionalism necessary for students entering the nutrition and dietetics profession.
- Give examples of tools to assess students’ professional behavior.
- Apply strategies to instill professional behaviors among students participating in supervised practice/experiential learning.
What does professionalism mean to you?
Integrity

- Keep your word
- Acknowledge limitations and boundaries
- Build supportive/honest relationships
- Abide by professional standards
- Meet distinguished standards of the program
Integrity

Responsible use of:

- Technology
- Time
- Resources

Engagement

- Be passionate
- Ask questions
- Seek advice
- Be grateful
- Step forward
- Offer input
- Maintain a positive attitude
Personal attributes: Emotional intelligence

- Empathy
- Emotional Management
- Adaptability
- Emotional self-awareness

Emotional intelligence Quiz

- Emotional Self-awareness
- Positive Outlook
- Emotional Self-control
- Adaptability
- Empathy

Opportunity for Development ➔ Strength

Personal Attributes

Physical appearance
- Class
- Rotations

Punctuality/timeliness

Communication

- Verbal & non-verbal
- In-person, virtual, & written
- Inter- & Intradisciplinary
- Population focused

Photo: https://purduecco.wordpress.com/2014/04/18/dress-to-impress-business-casual-vs-professional/
Approach to practice

Safe, Effective, Evidenced-Based
Patient/Client Focused Care
Diversity and Inclusion

Commitment to Life Long Learning

Professional growth through experience and exposure
Advocacy for the profession
Continuing education
What are you already doing as an educator or preceptor to instill professional behaviors among your students?

Strategies to instill professional behaviors

- Orientation on professionalism
- Role Model professional behavior
- Midpoint evaluation of behaviors
  - Self-reflection on how to improve
  - Provide feedback, encouragement and direction
- Final evaluation of behaviors
Sample Professional Behavior Evaluation

Performance Criteria:

3 = performance frequently exceeds the requirements (above average)

2 = performance meets the requirements (average)

1 = performance frequently falls below requirements (needs improvement)

Organization and Planning: Organizes and manages time efficiently; completes tasks within specified time frames; provides accurate information about work and services completed.

Decision Making: Recognizes problems/potential problems; makes sound decisions under pressure; exercises good judgment, demonstrates progress toward independence throughout rotation.

Dependability: Follows through with assignments; arranges personal schedule to avoid interfering with professional obligations; prompt; meets professional commitments/obligations as agreed with others.

Initiative: Acts promptly; willing to take independent action; consistently attains goals; volunteers enthusiastically; self-motivated.

Resourcefulness: Readily determines alternative course of plan of action in event of change; seeks additional learning experiences and/or sources of information to improve areas of knowledge; thinks "out of the box".

Adaptability: Flexible; demonstrates a positive "attitude" to new assignments, change, and adversity.

Enthusiasm: Maintains a positive outlook; demonstrates confidence; displays interest and enthusiasm.

Interpersonal Skills: Conducts self in a tactful, professional and positive manner; accepts criticism; is cooperative and respectful of patients & staff.

Professional/Ethical Conduct: Adheres to policies and procedures of the institution and internship program; conducts self with honesty, integrity, and fairness; accepts and respects supervision and guidance; respects and maintains the confidentiality of patients and personnel.

Verbal/Non-Verbal Communication: Listens and follows directions as given; actively participates in discussions and meetings; demonstrates a positive attitude towards workload, preceptors, peers and clients.

Written Communication: Written work is well-organized, clear, concise, professional and consistent with the documentation policies and procedures of the facility.

Professional Development: Knows and uses nutrition references and resources appropriately; is aware of personal/professional strengths and weaknesses; completes self-assessment and develops appropriate plans for professional development.
Scenario 1

Student scores a “1” for enthusiasm (maintains a positive outlook; demonstrates confidence; displays interest and enthusiasm)

Preceptor notes she is so serious and focused on completing her assignments; not engaging in activities off the checklist.

Student states she is shy and gets anxious when she has a lot of tasks to complete.

Scenario 2

Student scores a “1” for resourcefulness (readily determines alternative course of plan of action in event of change; seeks additional learning experiences and/or sources of information to improve areas of knowledge; thinks “out of the box”)

Preceptor notes he asked many questions and does not try to find answers and needs prompting to do each task.

Student states he is afraid of making a mistake. He wants to make sure he gets it right.
WHAT DO YOU CALL AN ACID WITH AN ATTITUDE?

A-mean-oh acid.

https://dietitiansondemand.com/dietitian-humor-roundup/
We Welcome your Questions

References


References
