



Introduction & Disclosures

- Employer: Iowa State University
- Member
 - Chair, Oncology Nutrition Dietetics Practice Group
 - Academy of Nutrition and Dietetics Diversity and Inclusion Committee
 - NDEP Preceptor Committee
 - NDEP Professional Development Committee



Preceptor Engagement

Mridul Datta, PhD, RD, LD, FAND

September 17, 2021

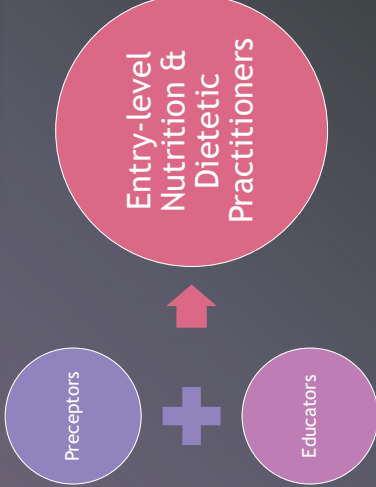
Moderator: Alessandra Sarcona, EdD, RDN, CSSD

NDEP Professional Development Webinar

Objectives

- Summarize preceptor engagement strategies used in a distance dietetic internship.
- Review preceptor engagement strategies in development of a new distance graduate program.
- Discover and combine other preceptor engagement strategies.

Training of Entry Level Nutrition and Dietetic Practitioners



Importance of Preceptor Engagement

Partnership



Building a professional relationship



Setting clear expectations



Pandemic challenges and uncertainties



Coordination of activities

Strengthen our profession



Preceptor Engagement in a Distance Dietetic Internship

- Emails
- Website
 - Orientation
 - Free Continuing education
- Conference calls
- Virtual meetings
- End of program evaluation



Preceptor Engagement

- Preceptor input
- Virtual townhalls
- Conference calls
- In-person meetings/CPEUs
- Website
- Emails
- End of rotation surveys



Developing a Future Graduate Program



Monday October 19, 2020

Preceptor knowledge and buy-in of future graduate requirements: Training matters

1 INTRODUCTION

Preceptor understanding of the future education model (FEM) and competency-based education (CBE) are key to successful dietetic internships. Conversations with preceptors about CBE, the FEM competencies, performance indicators, and expectations yielded uncertainty and lack of knowledge about these topics.

2 AIM

The aim of this study was to assess preceptor knowledge of CBE and FEM competencies including enhanced competencies prior to and after a workshop on this topic. Additionally, we wanted to obtain preceptor preferences on the items evaluation scale and the response rate for the items included in supervised experiential learning (SEL). Also for a distance, future graduate program under development.

3 METHODOLOGY

We conducted an online survey of preceptors from before of CBE and FEM competencies before and after a workshop on these topics. Pre-test and post-test were included on the same sheet of paper and workshop attendees were asked to complete the pre-test before the workshop began. At the end of the workshop, preceptors were asked to complete the post-test. Responses were assessed on a 1-5 Likert scale, where 1=strongly disagree and 5=strongly agree. Preceptors also provided input on assessment tools and SEL preferences. Data were analyzed using SPSS v26, and reported as mean-standard error of the mean and percentages.

4 RESULTS

- Response rate for return of completed pre- and post-tests: 70% (n = 30)
- Evaluation assessment tool scale: 9-point (84%), 5-point (5%), 4-point (6%), 3-point (11%), 2-point (6%) scale
- Supervised experiential learning frequency: Three (6%), or four (42%), days per week

Competency	Pre-test	Post-test
I understand FEM competencies	2.14	4.57*
I am familiar with enhanced competencies	2.29	4.19*
I am able to generate learning activities and assessments for CBE	2.95	4.79*

5 CONCLUSIONS

Preceptor collaboration is critical in the development and success of a FEM graduate program and knowledge about CBE and FEM can be significantly improved through targeted preceptor training.

6 CONTACT INFORMATION

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Acknowledgments: Preceptor affiliate with the Iowa State University Dietetic Internship. These continued support of the program and willingness to embark on our next adventure of competency-based education and future Graduate Program is truly appreciated.



9-point Evaluation Scale

Please use the following rubric for your evaluation:

Does Not Meet Expectations: (1-3) Needs Frequent Guidance Greater than or Equal to half of the time

Meets Some Expectations: (4-6) Needs Some Supervision or Guidance, Does Not Practice Consistently

Meets Expectations: (7-9) Needs No Supervision, Able to Practice Independently and Consistently

C.110 Applies knowledge of math and statistics.

	1	2	3	4	5	6	7	8	9	Not observed
1.03.3 Applies math skills to perform food calculations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments/Rationale for Assigned Score

Post Presentation Survey

RESULTS

- Response rate for return of completed pre- and post-tests: 70% (n = 30)
- Evaluation assessment tool scale: 9-point (84%), 5-point (5%), 4-point (6%), 3-point (11%), 2-point (6%) scale
- Preceptor preference:
 - Supervised experiential learning frequency: Three (6%) or four (42%) days per week

Preceptor supervised practice feedback survey

Please provide your feedback on the following topics to help us plan our future education model supervised practice experience for our interns

- What is your preference for coordinating intern placements? (select all that apply)
 - Prefer DI faculty to coordinate placements with site
 - Students can contact me to ask to be their preceptor
- Since the future education model combines the didactic coursework with supervised practice, how do you prefer to coordinate placements? (select all that apply)
 - One day for online classes, 4 days/week supervised practice
 - One day for online classes, 1 day/week supervised practice
 - Other:
- If you prefer a partial week supervised practice, which days would you NOT prefer the interns to be at your site?
 - Fridays
 - Saturdays
 - Sundays
 - Other:
- Based on the information you have heard today, do you have a preference on what assessment scale we should adopt to assess intern competency during supervised practice in the future?
 - 3 point scale (meets competency, does not meet competency)
 - 4 point scale (meets expectations, needs improvement, unsatisfactory)
 - 5 point scale (exceeds expectations, needs improvement, needs improvement)
 - 5 point scale shared during workshop
 - Other (please specify):
- Are there other suggestions regarding supervised practice in the future that you would like to share with us? (please specify)

Are there other challenges/concerns regarding supervised practice in the future that you would like to share with us? (please specify)

Thank you for providing your feedback. Please return completed forms to the DI faculty or email to mrdatta@iastate.edu



Graduate Degree Enhanced Competencies

- Prescribing Medical Nutrition Therapy**
 - 1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy.
 - 2.5 Prescribes, recommends and administers nutrition related pharmacotherapy.
- Global/Community/Public Health**
 - 1.13 Demonstrates computer skills and uses nutrition informatics in the decision making process.
 - 1.16 Gains a foundational knowledge on public and global health issues and nutritional needs.

Does

Shows

Knows

Orientation and Preceptor Role

ISU Preceptor Orientation

To help you prepare for your precepting experience, we provide you with a free online ISU preceptor orientation. This orientation provides an overview of our program including various supervised experiential learning courses, suggested assignments, and precepting tips. You are welcome to share this training opportunity with other preceptors at your facility, which includes a few short videos to watch.

- Preceptor training videos:
- Becoming a successful preceptor
 - Community Nutrition Supervised Experiential Learning
 - Competency Based Education and ACEND Competencies

ISU Precepting (up to 3 free CPEUs)

By serving as a preceptor you are eligible for up to 3 CPEUs per year in the Leadership category (15 CPEUs per 5-year cycle). To receive credit for precepting ISU students, you must use this link to receive a signed form for your records: [ISU Preceptor CPEU Form](#)

Additional Training From ISU (1 free CPEU each)

- Nutrition Assessment: Maintenance and Nutrition-Focused Physical Examination (NFPE) Training - ISU
- Clean Label Training (new March 2018) - includes 5 parts
 - Part 1 & 2: What and Why
 - Part 3: Regulations
 - Part 4: Food Additives, Nutrition and Health

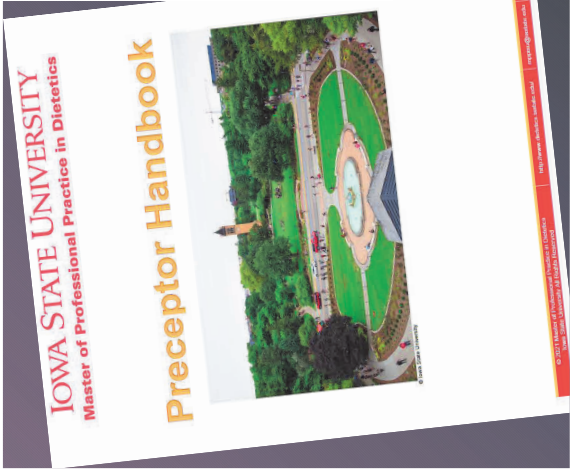
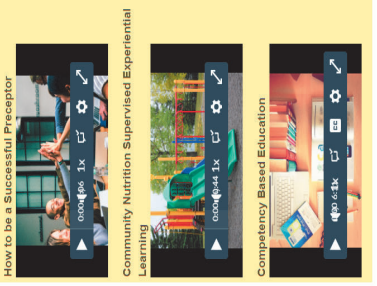


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Frequently Asked Questions

- How is the MPP different from the Internship?
- Total hours & days at sites
- Assignments
- Evaluations
- Competencies
- Competency-based education
- Prior Learning Assessment and Recognition (PLAR)



<https://www.eatrightpro.org/ndep/preceptor-resources/ndep-preceptor-resources>

Student Orientation Checklist

- **Student to review with preceptor**
 - Review the programs competencies, learning activities/tasks and projects expected to be completed during the rotation by the student
 - o ACEND competencies (outlined on rotation guide)
 - o Project/presentation outlines and due dates
 - o Procedure and frequency for evaluation
 - Tracking rotation hours
 - Previous experience and rotations already completed
 - Specific competencies/observed (observation of medical procedures, participation in a specialty experiences, etc.)
- **Tour**
 - Provide tour of facility
 - Introduce student by name to key employees, administrators and/or support staff
 - Resources: Electronic Health Record (EHR), Software (CBORD), Tools, ex. Clinical documentation forms like MDS, malnutrition-screening tool, intake forms, etc.
 - Procedures such as Personal Protective Equipment (PPE), HIPAA, safety, HACCP, emergency & disaster plans

Modified from the Preceptor Orientation Checklist Developed by the NDEP Development Committee members Becky Wiggin, MA, RD, LDN & Alessandra Saccom, ED, RDN

IOWA STATE UNIVERSITY

Master of Professional Practice in Dietetics

Student Orientation Checklist

- Refer to website:**
- Review with student – dress code, time to meet, directions to facility and meeting location, parking, pre-rotation assignments or readings, confirm dates and times, and any special instructions (e.g., bring ID, bring ID, laptop, books, lab coat, etc.) required medical forms and clearance
 - Student may share with the preceptor any Iowa State learning activities/tasks and projects expected to be completed during the rotation. If you (preceptor) have any questions, please contact the preceptor. You may begin discussing them. ISU's project guidelines are adaptable to each site.
- On this table at the rotation:** If there are any specific requests from the student, contact the preceptor. Preceptor who has the most interest in orienting the student
- **Preceptor to review with student**
 - **Orientation** (regarding professionalism, punctuality, illness, inclement weather, and any personal issues such as religious observances, personal obligations, and pre-planned personal events)
 - o Meets and breaks
 - o Communication preference, frequency, and methods/tools (email, phone, etc.)
 - o Location, policy and procedure manual, & when to refer to it.
 - Print or highlight pertinent policies for use during rotation (ex. assessment policy for clinical nutrition, foodservice delivery & nourishment, attendance and tardiness)
 - Student is required to contact both preceptor and ISU instructor for any planned or unplanned absences prior to the start of their shift/assigned start time.
 - Clarify the expectations for the rotation and any potential challenges.
 - Review the expectations of the student from the preceptor, department and facility perspective
 - Review the preceptor's role and interaction to observation and feedback (ex. Weekly preceptor-student interaction to observation and feedback)
 - Review a typical "day" at the rotation
 - Review the student's schedule for the entire rotation including each preceptor
 - Site specific trainings or learning modules to be completed (if required by site)

IOWA STATE UNIVERSITY

Master of Professional Practice in Dietetics
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Preceptor Letter

Dear Preceptor:

Thank you for your willingness to become a preceptor for students of the Iowa State University Master of Professional Practice in Dietetics (MPP). The MPP is an ACEND accredited, 12-month full-time, online, distance, graduate program that provides students aspiring to be Registered Dietitian Nutritionist with a minimum of 1000 hours of supervised experiential learning. Information about the MPP is found on our website: <http://www.dietetics.iastate.edu>.

We are writing to let you know that the MPP student who will be completing their Community Nutrition/Medical Nutrition Therapy/Food systems management rotation at your facility is _____. Their resume is attached with this email for your review.

You, as the preceptor, are asked to:

- Provide a supervised experience opportunity for the student
- Allow the student to shadow and observe you, then
- Supervise the student as they perform assigned tasks;
- Co-sign the student's notes and recommendations;
- Provide feedback to the student on their work and professional conduct at your facility;
- Complete various evaluation forms to provide feedback to the clinical faculty and the program on student progress in meeting identified competencies.

Please be assured that _____

How have YOU engaged preceptors in your program?

