



Guide to the Advanced Nutrition Experience (NUTR 730) 2011-2012 Academic Year

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OVERVIEW OF THE ADVANCED NUTRITION EXPERIENCE (NUTR 730)

The Advanced Nutrition Experience is the final field experience for both MPH and MPH/RD students. Students are placed in domestic and international organizations (governmental, non-profit, and private sector) that have a role in supporting nutritional health and well-being. The advanced nutrition experience is tailored to the interests and professional goals of the individual student.

PURPOSE

The purpose of the advanced nutrition experience is to enhance the knowledge and skill of the student in the selected concentration area of practice (clinical nutrition or public health nutrition) through a supervised work experience. Student experiences during this course should be consistent with the competencies established by the Commission on Accreditation for Dietetics Education (Appendix A) and the Associations of Schools of Public Health (see Appendix B).

COURSE REQUIREMENTS

This is a six-credit course that is taken during the final semester of study in the MPH or MPH/RD Program. The advanced nutrition experience includes ten-weeks (400 hours) of supervised practice. Students enrolled in the MPH/RD coordinated program must be supervised by a Registered Dietitian. The projects and activities of the students are individually planned by the student, the preceptor in the host site and the faculty (course) coordinator.

TIME COMMITMENT

Approximately eight hours will be spent at the site each day of the ten-week experience. Some days may require more time while other days will allow less time. Hourly schedules may vary according to the site's routine work schedule. Students may be asked to work evenings and weekends on occasion. Students should plan to work or make up hours for scheduled holidays that fall during their advanced nutrition experience so that they meet the 400-hour requirement.

In addition to time spent on site, students must spend time completing the course assignments. These may need to be worked on at night and on the weekends. Time is not always available during the day to attend to these assignments.

SPECIAL PROJECT

Each student should be assigned a special project. Depending on the nature of the project, students may work individually or as a member of a working group to complete this requirement. The special project has no predetermined (by course instructor) guidelines. The project should benefit the facility or service to which the student is assigned and be of interest and educational benefit to the student. The student project(s) should be briefly described in the "Preliminary Work Plan" (Appendix C) and may also be part of the "Student Learning Contract" (Appendix D).

DOCUMENTATION OF COMPETENCIES

The School must have documentation for every graduate student about his or her progress toward achieving specific public health competencies. Students are required to use the **UNC Gillings School of Public Health Practicum Reporting System (web-based)** to identify three cross-cutting competencies and the plan to achieve them during the advanced experience as well as the Department-specific competencies they intend to work on during the advanced nutrition experience. At the end of the experience, students must indicate which

competencies were achieved and modify the description of the practicum if it changes substantially from what was initially planned. A link to the practicum reporting system is posted on the course Sakai website.

EVALUATION OF THE ADVANCED NUTRITION EXPERIENCE

Evaluation is based on the student's performance in the field as well as the completion of other course requirements (cross reference Assignments). Both preceptors and students should track student progress throughout the ten week experience in preparation for the evaluation. At the end of the course, each student will complete a **Student/Preceptor Joint Evaluation of Performance** form (Appendix E).

ASSIGNMENTS AND GRADING

Preliminary Work Plan (required, not graded): students must exchange contact information with their preceptor, provide an overview of their anticipated experiences, and plan activities that will occur during the first two weeks of their experience (Appendix C).

Weekly Blog (300 points): students are expected to describe major activities and significant events via a blog entry on the course Sakai website. This is NOT a publicly accessible blog and can be viewed by students and faculty only. Blogs must be posted by noon on Sunday of each week. Each of the ten blogs is worth 30 points.

Performance Evaluation (700 points):

- Preliminary Learning Contract (50 points): Students must develop a preliminary learning contract with their preceptor and post a signed pdf version to the course Sakai website no later than the end of week two (Appendix D).
- Learning Contract Evaluation (150 points): The Learning Contract is evaluated twice during the advanced nutrition experience, once at the end of week five and then again at the end of week ten (Appendix D).
- Joint Evaluation of Performance (500 points): The preceptor and student complete a joint evaluation of the student's performance during the field experience. A signed pdf version of the evaluation must be posted to the course Sakai website at the end of week ten. When feasible and appropriate, the student may also post examples of work products. (Appendix E).

Grading: Students are graded on a points system with 1,000 total points available. The student's final grade is determined by the faculty field coordinators and is based on the UNC Graduate School grading system.

- H Honors (≥ 930 points): Clear excellence, outstanding performance.
- P Entirely satisfactory (≥ 800 but < 930 points): The student performs at an acceptable professional level on assigned work.
- L Low passing (≥ 700 but < 800 points): Minimally acceptable work performance for a graduate student.
- F Fail (< 700 points): Unacceptable work performance for a graduate student. Clear concerns about the student's readiness to accept

POLICIES AND PROCEDURES

SITE SELECTION

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

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

Students with a declared **clinical nutrition concentration** must complete the advanced experience in a domestic or international hospital or clinical setting. Student with a declared **public health nutrition concentration** may complete their advanced experience with a state or local health department or health center; a school system; a non-profit organization with a food/nutrition focus; or, a business or trade organization that is engaged in food, nutrition and health. Students who want **international experiences** are encouraged to begin planning a year in advance of their placement to ensure that travel visas can be obtained and paperwork can be completed well in advance of the experience.

COSTS TO THE STUDENT

Tuition and Fees

Students must be registered for Nutrition 730 at the start of the summer session (MPH Program) or fall semester (MPH/RD Program). Students are required to pay the regular university **tuition and fee** charges. Students must be registered or the University provided **malpractice insurance** will not be in effect. Tuition and fees vary depending on residency status. In addition, there is a \$450.00 **field fee** per student used to help cover the expenses of administering the course.

Living Expenses

During the Advanced Nutrition Experience, students are responsible for their own **travel, meal and housing expenses**.

MALPRACTICE INSURANCE

Malpractice insurance is provided through the Department. Sites may request a Memorandum of Insurance as evidence that students are covered. Field fees help to cover the cost of this insurance.

CRIMINAL BACKGROUND CHECKS

Some organizations have requested criminal background checks on the students as they do for potential employees. The University has contracted with Castle Branch, Inc. to provide these criminal background checks for these students. Each year students must sign a notification and release form in order to have this check performed. Field fees help to cover the cost of this background check. The results can be sent to the field site on request.

HEALTH AND FITNESS

Some 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. Students are also responsible for their own

health care, including emergency care, during the course of the experience. The Department will not pay for these expenses. Students are required to provide proof of health insurance coverage prior to the start of the advanced nutrition experience. Any student who is not covered through the policy of their parents, spouse or place of employment can purchase student coverage through Blue Advantage administered through Hill, Chesson & Woody (www.hillchesson.com). The cost varies depending on age, gender and deductible plan chosen.

REQUIRED TRAINING

Students are required to complete the UNC School of Medicine online training on the Health Insurance Portability and Accountability Act and the OSHA Blood-borne Pathogens available online through UNC Environment, Health and Safety, prior to their field work. Certificates of complete are available on request.

MISSED DAYS

At times unexpected events occur which require the student to be away from the site. If a student is unable to work, s/he must notify the Faculty Coordinator **and** the Site Preceptor prior to the time s/he is expected to begin duty. **Failure to notify the Faculty Coordinator of the absence will result in reduction in one grade level. Two unexcused absences will result in failure of the course.** Since the length of the experience is based on the number of supervised practice hours required by ADA, if a student misses a day for whatever reason, the student will be required to make up the time before a grade can be assigned. Missed time may be made up evenings, weekends, or by extending the experience the appropriate number of days.

DRESS CODE

All students enrolled in Nutrition 730 are expected to dress in a professional manner during duty hours at all facilities. The Department of Nutrition dress code is as follows:

- A. Women are expected to wear
 - 1. Skirts, dresses or dress pants.
 - 2. Short sleeved or long sleeved blouses.
 - 3. Hose are recommended.
 - 4. Shoes must be closed toe and closed heel.
 - 5. A clean and pressed lab coat (if the site uses lab coats).
 - 6. Hair must be worn in a style that is out of the face and contained.
- B. Men are expected to wear
 - 1. Dress slacks
 - 2. A dress shirt and tie or sports shirt
 - 3. Shoes must be closed toe and closed heel
 - 4. Short, clean, pressed lab coat (if the site uses lab coats)
 - 5. Hair must be worn in a style that is out of the face and contained
 - 6. Neatly trimmed sideburns, beard or moustache are acceptable

This dress code should be adhered to until the student knows the specific requirements for the site. Some sites may have different dress requirements.

ROLES AND RESPONSIBILITIES

The successful completion of the advanced nutrition experience involves the active commitment of all involved, the faculty coordinators (course instructors), the student preceptors (host-site coordinators), and the students.

RESPONSIBILITIES OF THE FACULTY COORDINATOR

The faculty coordinators are responsible for the organization of the Advanced Nutrition Experience (NUTR 730). Responsibilities include:

1. Guiding students in the development of learning objectives and assisting students with identifying and finalizing appropriate field sites;
2. Encouraging students to carry individual health insurance;
3. Assisting with criminal background checks on the students. Castle Branch, Inc. has contracted with the University to conduct these checks.
4. Serving as the liaison between the host site and the University. This includes
 - a. supplying curriculum and course information to the sites
 - b. corresponding periodically with the student's preceptor(s) to discuss the students' progress in developing desired knowledge and skills.
 - c. evaluating the learning experiences of the students;
 - d. planning and conducting conference call(s) with the student and preceptor(s);
 - e. requiring students to observe policies, rules, and regulations of the host site including required immunizations;
 - f. assuring that each student is covered by professional liability insurance in the amount of \$1,000,000 per occurrence and \$3,000,000 aggregate;
5. Informing students that they are responsible for their own transportation including parking while involved in the learning experiences associated with the site;
6. Terminating an individual student's experience if the learning activity is shown to be detrimental to the student, patient(s) or host site.
7. Grading students based on course requirements and with input from the Preceptor.

RESPONSIBILITIES OF THE PRECEPTOR (HOST SITE COORDINATOR)

The preceptor is the main contact person at a particular facility and must be an RD for those students in the MPH/RD program. Preceptors are responsible for:

1. Providing the student with a 10-week (400 hour) experience that:
 - a. is consistent with the student's learning objectives
 - b. contributes to the student's professional skill development
 - c. develops the student's confidence by giving the student as much independence as he/she is capable of handling.
2. Providing an orientation to the host site including:
 - a. the organizational culture
 - b. policies, procedures, and expectations
 - c. introduction to the staff and professionals on the team

- d. identifying work space for the student
3. Providing or ensuring supervision of the day to day activities of the student by working closely with the student in their particular area of expertise in order to introduce the student to the information necessary to practice in that area.
4. Assigning the student a special project that will be of benefit both to the student (ie: in the student's area of interest) and to the site.
5. Providing notices of lectures, grand rounds, meetings and conferences taking place at the facility that the student can attend. Allow students to attend these events if they do not conflict with the completion of daily responsibilities and are deemed educational experiences that will contribute to the student's growth.
6. Addressing problems with the students as they arise. Notify the faculty coordinator if help is needed with problem resolution.
7. Providing feedback to the faculty coordinator regarding performance of the student.
8. Being an example to the student by following the Code of Ethics for the Profession of Dietetics.

RESPONSIBILITIES OF THE STUDENTS

1. Developing learning objectives, updating his/her resume and researching potential sites for the advanced nutrition experience.
2. Meeting with the faculty coordinator to discuss possible placements and develop a strategy for approaching potential preceptors.
3. Completing all pre-placement requirements including:
 - a. maintaining appropriate health insurance throughout the experience;
 - b. 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;
 - c. completing HIPAA and OSHA Blood-borne pathogen training (if not previous completed);
 - d. submitting form for a criminal background check in advance of the field experience (if not completed within 12 months of the field experience).
4. Complying with the policies and procedures of the host site including dress appropriate to maintain a professional image while working.
5. Conducting him/herself as a responsible and mature professional during the 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 students as well as the credentialed RD.
6. Developing the Preliminary Work Plan and the Learning Contract with preceptor and schedule the proposed activities and/or projects.
7. Scheduling conferences with the preceptor for guidance and evaluation. Share with the preceptor thoughts and feelings about the experience as it progresses. The Learning Contract can be used to guide these conversations.

8. Completing assignments as scheduled; communicate with the preceptor regarding any problems which may interfere with meeting expectations. Accept responsibility for time management, resource-finding, and quality performance.
9. Phoning the preceptor and emailing the faculty coordinator BEFORE the expected arrival time on any morning when illness, bad weather or any emergency prevents the student from participating in the field experience.
10. Submitting the final joint evaluation of performance with the preceptor.

Appendices

- A. ADA Competencies**
- B. ASPH Competencies**
- C. Preliminary Work Plan**
- D. Student Learning Contract**
- E. Performance Evaluation**

Appendix A: ADA Competencies

A. Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

CP 2.9	Apply leadership principles effectively to achieve desired outcomes
CP 2.12	Demonstrate professional attributes such as advocacy, customer focus, risk taking, critical thinking, flexibility, time management, work prioritization and work ethic within various organizational cultures

Concentration Specific Competencies: Clinical Nutrition (Hospital Based)

A. Perform nutrition assessments using the Nutrition Care Process and International Dietetics Nutrition Terminology with patients who have complex medical problems/conditions.
B. Successfully manage the nutrition support of critically ill adult and pediatric patients (enteral and parenteral)
C. Develop and implement nutrition prescriptions, using knowledge of macronutrients, micronutrients, fluids, electrolytes AND nutritional status
D. Conduct nutrition education sessions with patients and coordinate the delivery of outpatient nutrition services
E. Independently manage clinical nutrition care of one adult and/or pediatric medical unit. (staff relief)

Concentration Specific Competencies: Public Health Nutrition

A. A. Apply understanding of public health and public health systems to the management of one nutrition intervention program
B. Interpret and communicate population/community level nutrition and health data.
C. Plan/develop health promotion/disease prevention interventions (including policy analysis)
D. Conduct food and nutrition program outcome assessment/ evaluation
E. Use current technologies for information and communication activities
F. Develop educational materials for target populations
G. Participate in the use of mass media to promote food and nutrition
H. Perform marketing functions
I. Participate in legislative and public policy processes as they affect food, food security, nutrition, and health care

Appendix B: ASPH Interdisciplinary/Cross-cutting Competencies for the MPH Degree

Downloaded from <http://www.asph.org/document.cfm?page=851> on July 14, 2011.

F. COMMUNICATION AND INFORMATICS	
The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.	
F. 1.	Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.
F. 2.	Describe how societal, organizational, and individual factors influence and are influenced by public health communications.
F. 3.	Discuss the influences of social, organizational and individual factors on the use of information technology by end users.
F. 4.	Apply theory and strategy-based communication principles across different settings and audiences.
F. 5.	Apply legal and ethical principles to the use of information technology and resources in public health settings.
F. 6.	Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs.
F. 7.	Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.
F. 8.	Use information technology to access, evaluate, and interpret public health data.
F. 9.	Use informatics methods and resources as strategic tools to promote public health.
F. 10.	Use informatics and communication methods to advocate for community public health programs and policies.
G. DIVERSITY AND CULTURE	
The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.	
G.1	Describe the roles of, history, power, privilege and structural inequality in producing health disparities.
G. 2.	Explain how professional ethics and practices relate to equity and accountability in diverse community settings.
G. 3.	Explain why cultural competence alone cannot address health disparity.
G. 4.	Discuss the importance and characteristics of a sustainable diverse public health workforce.
G. 5.	Use the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities.
G. 6.	Apply the principles of community-based participatory research to improve health in diverse populations.
G. 7.	Differentiate among availability, acceptability, and accessibility of health care across diverse populations.
G. 8.	Differentiate between linguistic competence, cultural competency, and health literacy in public health practice.
G. 9.	Cite examples of situations where consideration of culture-specific needs resulted in a more effective modification or adaptation of a health intervention.
G. 10.	Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.

H. LEADERSHIP	
The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.	
H. 1.	Describe the attributes of leadership in public health.
H. 2.	Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.
H. 3.	Articulate an achievable mission, set of core values, and vision.
H. 4.	Engage in dialogue and learning from others to advance public health goals.
H. 5.	Demonstrate team building, negotiation, and conflict management skills.
H. 6.	Demonstrate transparency, integrity, and honesty in all actions.
H. 7.	Use collaborative methods for achieving organizational and community health goals.
H. 8.	Apply social justice and human rights principles when addressing community needs.
H. 9.	Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation.
I. PUBLIC HEALTH BIOLOGY	
The ability to incorporate public health biology – the biological and molecular context of public health – into public health practice.	
I. 1.	Specify the role of the immune system in population health.
I. 2.	Describe how behavior alters human biology.
I. 3.	Identify the ethical, social and legal issues implied by public health biology.
I. 4.	Explain the biological and molecular basis of public health.
I. 5.	Explain the role of biology in the ecological model of population-based health.
I. 6.	Explain how genetics and genomics affect disease processes and public health policy and practice.
I. 7.	Articulate how biological, chemical and physical agents affect human health.
I. 8.	Apply biological principles to development and implementation of disease prevention, control, or management programs.
I. 9.	Apply evidence-based biological and molecular concepts to inform public health laws, policies, and regulations.
I. 10.	Integrate general biological and molecular concepts into public health.
J. PROFESSIONALISM	
The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.	
J. 1.	Discuss sentinel events in the history and development of the public health profession and their relevance for practice in the field.
J. 2.	Apply basic principles of ethical analysis (e.g. the Public Health Code of Ethics, human rights framework, other moral theories) to issues of public health practice and policy.
J. 3.	Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.
J. 4.	Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions.
J. 5.	Promote high standards of personal and organizational integrity, compassion, honesty and respect for all people.
J. 6.	Analyze determinants of health and disease using an ecological framework.
J. 7.	Analyze the potential impacts of legal and regulatory environments on the conduct of ethical public health research and practice.

J. 8.	Distinguish between population and individual ethical considerations in relation to the benefits, costs, and burdens of public health programs.
J. 9.	Embrace a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice.
J. 10.	Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).
J. 11.	Value commitment to lifelong learning and professional service including active participation in professional organizations.
K. PROGRAM PLANNING	
The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.	
K. 1.	Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes.
K. 2.	Describe the tasks necessary to assure that program implementation occurs as intended.
K. 3.	Explain how the findings of a program evaluation can be used.
K. 4.	Explain the contribution of logic models in program development, implementation, and evaluation.
K. 5.	Differentiate among goals, measurable objectives, related activities, and expected outcomes for a public health program.
K. 6.	Differentiate the purposes of formative, process, and outcome evaluation.
K. 7.	Differentiate between qualitative and quantitative evaluation methods in relation to their strengths, limitations, and appropriate uses, and emphases on reliability and validity.
K. 8.	Prepare a program budget with justification.
K. 9.	In collaboration with others, prioritize individual, organizational, and community concerns and resources for public health programs.
K. 10.	Assess evaluation reports in relation to their quality, utility, and impact on public health.
L. SYSTEMS THINKING	
The ability to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.	
L. 1.	Identify characteristics of a system.
L. 2.	Identify unintended consequences produced by changes made to a public health system.
L. 3.	Provide examples of feedback loops and “stocks and flows” within a public health system.
L. 4.	Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.
L. 5.	Explain how systems models can be tested and validated.
L. 6.	Explain how the contexts of gender, race, poverty, history, migration, and culture are important in the design of interventions within public health systems.
L. 7.	Illustrate how changes in public health systems (including input, processes, and output) can be measured.
L. 8.	Analyze inter-relationships among systems that influence the quality of life of people in their communities.
L. 9.	Analyze the effects of political, social and economic policies on public health systems at the local, state, national and international levels.
L. 10.	Analyze the impact of global trends and interdependencies on public health related problems and systems.
L. 11.	Assess strengths and weaknesses of applying the systems approach to public health problems.

Appendix C: Preliminary Work Plan



UNIVERSITY OF NORTH CAROLINA
AT CHAPEL HILL
GILLINGS SCHOOL OF GLOBAL PUBLIC
HEALTH
DEPARTMENT OF NUTRITION
**Advanced Nutrition Experience
Preliminary Work Plan Fall 2011**

The purpose of the preliminary plan for the Advanced Nutrition Experience is to allow the student, preceptor and faculty to lay the groundwork for the student's supervised experience. The student is responsible for completing the form in collaboration with the preceptor. **The final signed copy of the Preliminary Work Plan should be scanned and uploaded to the course Sakai website as a pdf at least two weeks prior to the start of the experience.** The Preliminary Work Plan is required but not graded.

Student Information

Student:

Address:

Phone:

E-mail:

Name of Emergency Contact:

Phone:

Relationship to the Student:

Faculty Coordinator:

E-mail:

Phone:

Academic Advisor:

E-mail:

Dates of Advanced Nutrition Experience:

Site Information

Site:

Preceptor:

Email:

Office Phone:

Cell Phone:

Location (*address*) and place (*building, floor, room number, etc.*) where student is to report on the first day of the experience:

First Day and Time:

Usual work hours:

Available parking (*provide parking information and directions for finding parking area*):

Student's Skill Development Objectives (up to three):

Student's Learning Objectives (up to five):

BRIEF Overview of Planned Student Project/Activities

Constraints, if any, in providing experiences needed and desired by student:

Appendix D: Student Learning Contract

Advanced Nutrition Experience (NUTR 730) Student Learning Contract 2011

GRADING: 200 points (20% of grade)

- A. Preliminary Learning Contract (50 pts) DUE: September 2 (or Friday of the 2nd week)
- B. Learning Contract Evaluation (150 pts) DUE: October 28 (or the last field day)

SUBMISSION: Scan SIGNED documents and upload to the course Sakai website as a pdf.

OVERVIEW

During your advanced nutrition experience, you will have the opportunity to develop a variety of skills and gain knowledge in a specific area of practice. To *structure* your learning and have you play a more **ACTIVE role in deciding which of the many learning opportunities are most important to you**, we would like you to design your learning using a *Student Learning Contract*.

INSTRUCTIONS

- A. **Preliminary Learning Contract:** Complete a preliminary learning contract at the beginning of your field experience, but after your orientation to the host agency or hospital. Please discuss your Learning Contract with your preceptor and get feedback from him/her at each step in the process.
 1. (This step is optional) If you are not clear about what you want/need to learn during the advanced experience, complete part or all of the Self-Assessment Tool for Public Health Nutritionists that is posted on Sakai. You do not need to submit the tool.
 2. Identify UP TO three areas of practice that you want to develop during the advanced nutrition experience. The five general areas of public health nutrition practice are: 1) Nutrition and dietetics practice; 2) Public health science and practice; 3) Management; 4) Communications; and 5) Legislation and advocacy.
 3. Write **learning statement(s)** (up to three in each area) describing what you want to learn. You may use the knowledge and skill statements on the self-assessment tool as a guide for developing your learning statements. Start each learning statement with "**I want to learn...**" [NOTE: You may refine or revise your learning statements during scheduled check-ins with your preceptor.]
 4. Describe HOW you could acquire this knowledge or skill through opportunities available at your field site.
 5. Propose a method for EVALUATION that describes how you will know that you've reached your learning objective and who will evaluate you professional development.
 6. Obtain signature(s), scan and submit via Sakai at the end of the second week in the field.
- B. **Learning Contract Evaluation:** Check in with your preceptor at the end of week five and during week ten of your experience. During this CHECK-IN, you and your preceptor will discuss your learning experiences, facilitators and barriers, and strategies to resolve any challenges that may have limited your learning potential in the targeted areas.
 1. Document your evaluation of the learning experience and what was discussed when you checked-in with your preceptor.
 2. Discuss any revisions you want to make to your learning statements.
 3. Obtain signature(s), scan and submit via Sakai during the last week of your field experience.

A. PRELIMINARY LEARNING CONTRACT (due September 2, 2011)

1. Area of Practice:
Learning Statement(s) [What you want to learn in a statement beginning with the phrase "I want to learn..."]
1.
2.
3.
BRIEF description of how you will learn/develop and how you will evaluate progress
2. Area of Practice:
Learning Statement(s) [What you want to learn in a statement beginning with the phrase "I want to learn..."]
1.
2.
3.
BRIEF description of how you will learn/develop and how you will evaluate progress
3. Area of Practice:
Learning Statement(s) [What you want to learn in a statement beginning with the phrase "I want to learn..."]
1.
2.
3.
BRIEF description of how you will learn/develop and how you will evaluate progress

Student Signature and Date

Preceptor Signature and Date

B. LEARNING CONTRACT EVALUATION (continued))

WEEK 10 FINAL EVALUATION Check-In Date: ____/____/____

Evaluation of Learning Experience

[Student's assessment and documentation of check-in discussion with preceptor]

Learning area(s)/statement(s)

Evaluation:

Additional Comments:

Student Signature and Date

Preceptor Signature and Date

Appendix E: Performance Evaluation

NUTR 730 Advanced Nutrition Experience: Performance Evaluation

Instructions: Student and preceptor complete this document together. Please submit your evaluation by October 28, 2011. **Electronic submissions are preferred.**

Performance Evaluation				
	Performance Level			Comments & Examples Provide specific examples to illustrate the rating (student)
	Low (Below expectations)	Medium (Met expectations)	High (Above expectations for a student)	
Work Products				
Used resources well in development				
Seeks assistance from preceptor appropriately				
Content is accurate and thorough				
Content is well organized and clearly written				
Uses appropriate critical thinking when analyzing and preparing products.				
Overall quality of products or services				
Professionalism				
Interacts well with staff on an individual basis				

Functions well as a member of a team				
Is culturally appropriate in interactions with others				
Flexibility and adaptability when faced with change				
Organizes and prioritizes work and time appropriately				
Completes work assignments on time				
Arrives and leaves work at appointed times				
Demonstrates overall professionalism expected for an entry-level nutrition professional.				
Clinical Concentration: Hospital Based				
NOTE: Only students who declared clinical nutrition as their concentration should complete this section.				
Interacts well with staff on an individual basis.				
Performs nutrition assessments using the Nutrition Care Process and International Dietetics Nutrition Terminology with patients who have complex medical problems/conditions.				
Students will present assessments using the Nutrition Care Process and International Dietetics Nutrition Terminology when presenting an informal case to each preceptor following established guidelines.				
Successfully manage the nutrition support of critically ill adult and pediatric patients				

(enteral and parenteral)				
When working independently perform/complete nutrition assessment evaluations using appropriate documentation (per policy).				
Developed and implemented nutrition prescriptions, using knowledge of macronutrients, micronutrients, fluids, electrolytes AND nutritional status				
Ability to independently manage a minimum of 5 nutrition support patients.				
Conduct nutrition education sessions with patients and coordinate the delivery of outpatient nutrition services.				
Identified appropriate regimens of nutrition support to meet patient needs.				
Independently manage clinical nutrition care of one adult and/or pediatric medical unit. (staff relief)				
Identified appropriate nutrition regimens, during staff relief, to meet patient needs.				
Public Health Concentration: Public Health, Community, Business and Industry				
NOTE: Only students who declared public health nutrition as their concentration should complete this section.				
Interpret and communicate population/community level nutrition and health data.				
Plan/develop health promotion/disease prevention interventions (including policy analysis)				

Conduct food and nutrition program outcome assessment/ evaluation				
Use current technologies for information and communication activities				
Develop educational materials for target populations				
Participate in the use of mass media to promote food and nutrition				
Perform marketing functions				
Participate in legislative and public policy processes as they affect food, food security, nutrition, and health care				
Overall Performance				
Skill in integrating nutrition programs and services into the existing medical and public health systems.				
Overall, how would you rank this student's performance during this experience?				

Preceptor Evaluation (Summary Comments):

Preceptor: _____ Date ___/___/___
Signature

Student: _____ Date ___/___/___
Signature

NUTR 730 Faculty Only: Total Points = 500 (50% of grade)

Evaluation Summary Score:

Faculty Member: _____ Date ____/____/____
Signature