# **MScFN/DDEPT Final Evaluation – Nutrition Care**

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| **Name of Student:** |  |
| **Name of Preceptor:** |  |
| **Placement Dates:** |  |
| **Nutrition Care Area/Name of Host Organization:** |  |

**Completing the Evaluation form:**

1. **Student completes “student rating” and “evidence” portion of evaluation:** Student reflects on performance. Completes “student rating” using performance rating standards. In “evidence” column, document specific examples of activities/experiences undertaken to support performance rating.
2. Student submits evaluation to preceptor in the last week of the placement, or at a time discussed with the preceptor.
3. **Preceptor completes evaluation:** Preceptor reviews the evidence documented by the student. When applicable, the preceptor can advise the student regarding alternative and/or additional evidence to support the evidence of competence. The preceptor completes the “preceptor” rating column using the performance rating standards (i.e. Exposure/Discussion (E), Supervised (S), Minimal Supervision (M), Competent (C), Not applicable (N/A)). Preceptors may also document comments in the “Preceptor Comments” box.
4. At the end of the placement, the student and preceptor meet to review and discuss the evaluation.
5. Once complete, form should be signed by student and preceptor(s)
6. Email the signed and completed evaluation form to the dietetic education coordinator. This can be done by either the student or preceptor (if student is emailing form, please ensure to cc’d preceptor).
7. Student to upload form to their OWL dropbox.

**Performance Rating Standards**

The student’s performance is evaluated based on their level of competence at the end of placement using the performance standards below. Growth and learning throughout the experience is expected. It is also expected that there will be an ongoing exchange of ideas, feedback, and collaboration between student and preceptor.

**Preceptor Responsibilities**

The preceptor has ultimate responsibility for the nutritional care of the patient/group/project. They are also responsible for ensuring that the student is not assigned functions and tasks that they are not competent to perform. Thus, the preceptor has a responsibility to observe and “supervise” the student to appropriately evaluate performance of the various skills/activities.

**Supervision**

It is important to distinguish between “supervision” for the purposes of evaluation, and “supervision” as defined in the rating scale, below.

* If a preceptor observes a Student performing an activity, and does not need to intervene, guide, or direct the student, then the student can be deemed to have completed the objective competently (rating = C). The preceptor’s “supervision” was necessary only for the purposes of evaluating the performance of the student.
* If a preceptor observes a student performing an activity in which s/he must intervene to provide guidance/direction, then the student’s rating would be either supervision (S) or minimal supervision (M), depending on the amount of guidance required.

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| **Performance Ratings** | |
| Not Applicable (N/A) | * This activity was not a part of this placement’s experience |
| Exposure/Discussion (E) | * Describes experiences at the exposure level only. * Students may have observed and/or discussed activities but not performed them independently. |
| Supervision (S) | * “Hands-on” practice in performing activity, however performance is directed by the placement preceptor through prompting and guidance and/or discussion of issues. * Requires assistance identifying relevant data * Focuses on objective data, does not consider context/big picture. Requires significant guidance in situations where rules do not apply * Requires explicit instructions to complete tasks * May make numerous mistakes * Require extended periods of time to complete tasks. * Written work requires a substantial amount of editing for grammar, spelling, flow and/or ideas |
| Minimal Supervision (M) | * “Hands on” practice in performing an activity * Able to identify most relevant details, but may require assistance to identify, interpret, and prioritize data/tasks. * Begins to apply learning from previous experiences; takes some initiative in performing routine activities; relies on guidelines * May need help prioritizing to complete tasks * Lacks speed and flexibility * Needs help establishing a new plan if the original plan fails * Written work requires a moderate amount of editing around grammar, spelling, flow and/or ideas |
| Competent (C)  Note – At C rating, *it is expected that there will be an ongoing exchange of ideas, feedback, and collaboration between Student and Preceptor. This is normal practice and is highly desirable.* | * “Hands on” practice in performing an activity; supervision is required for evaluation purposes only * Able to consistently identify and interpret key aspects of an issue, situation, skill * Consistently applies practical knowledge from previous experiences/learning * Planning includes prioritization, and is based on critical analysis of the problem or situation * Is conscious and respectful of context and timelines. Able to recognize limitation and seek guidance as needed * Actions are based on person, community, and/or group-centered goals * Actions and interventions are ethical and safe, the student presents no risk to the public * Follows organizational guidelines and policies * Improving speed and flexibility * Written work is clear, well thought out, and well edited |
| **Non-Competent Behaviours**  **Preceptors having concerns about non-competent behaviours should inform the student’s dietetic education coordinator** | * Making errors without recognizing them or learning from them * Avoiding/not making decisions * Not being able to work collaboratively * Not asking for help when needed * Demonstrating inappropriate communication skills * Practicing unethically * Not being receptive to advice/constructive criticism * Lacking knowledge/skills and not pursuing further learning * Lacking the ability to recognize self-limitations/knowledge deficits |

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| **Nutrition Care** |

| **3.01 Assess nutrition-related risks and needs.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| 3.01 b | Use appropriate nutrition risk screening strategies. |  |  |  |
| 3.01 d | Identify and collect relevant assessment data. |  |  |  |
| 3.01 f | Obtain perspective of client, family or relevant others. |  |  |  |
| 3.01 i | Obtain and interpret medical history. |  |  |  |
| 3.01 l | Obtain and interpret demographic, psycho-social and health behaviour history. |  |  |  |
| 3.01 n | Obtain and interpret food and nutrient intake data. |  |  |  |
| 3.01 p | Identify client learning needs related to food and nutrition. |  |  |  |
| 3.01 r | Obtain and interpret anthropometric data. |  |  |  |
| 3.01 u | Obtain and interpret biochemical data and results from medical tests and procedures. |  |  |  |
| 3.01 w | Obtain and interpret information from mealtime / feeding observations. |  |  |  |
| 3.01 z | Obtain and interpret nutrition-focused physical observation data. |  |  |  |
| 3.01 cc | Identify chewing, swallowing and feeding problems. |  |  |  |
| 3.01 ff | Determine client nutritional requirements. |  |  |  |
| 3.01 hh | Integrate assessment findings to identify nutrition problem(s) |  |  |  |
| **Preceptor Comments:** | | | | |

| **3.02 Develop nutrition care plans.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| 3.02 b | Prioritize nutrition care goals based upon risk and available resources. |  |  |  |
| 3.02 d | Identify appropriate nutrition interventions. |  |  |  |
| 3.02 f | Identify therapeutic diet modifications. |  |  |  |
| 3.02 f | Identify textural diet modifications. |  |  |  |
| 3.02 h | Develop or modify meal plans. |  |  |  |
| 3.02 j | Identify supplementation needs. |  |  |  |
| 3.02 n | Design enteral feeding regimens. |  |  |  |
| 3.02 r | Design parenteral feeding regimens. |  |  |  |
| 3.02 t | Develop client support (discharge) plans. |  |  |  |
| 3.02 v | Develop client education plans. |  |  |  |
| 3.02 x | Identify strategies and timelines to monitor and evaluate outcomes. |  |  |  |
| **Preceptor Comments:** | | | | |

| **3.03 Manage implementation of nutrition care plans.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| 3.03 b | Implement nutrition intervention(s) |  |  |  |
| 3.03 d | Identify strategies to communicate nutrition care plan with client, interprofessional team and relevant others. |  |  |  |
| 3.03 e | Coordinate implementation of care plans with client, interprofessional team and relevant others. |  |  |  |
| 3.03 f | Provide nutrition education and counseling. |  |  |  |
| **Preceptor Comments:** | | | | |

| **3.04 Evaluate and modify nutrition care plan as appropriate.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| 3.04 a | Evaluate client’s progress in achieving plan outcomes. |  |  |  |
| 3.04 b | Identify factors impacting the achievement of outcomes. |  |  |  |
| 3.04 c | Identify necessary changes to nutrition care plan. |  |  |  |
| 3.04 d | Implement changes to nutrition care plan. |  |  |  |
| **Preceptor Comments:** | | | | |

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| **Professional Practice** |

The following Practice Competencies and Performance Indicators are elements of everyday practice. Students should demonstrate ongoing progress towards achieving competence in the areas of Professional Practice and Communication and Collaboration. Please refer to the document entitled “*Guidelines for Evaluation of Students’ Performance- End of Placement Expectations: Communication/Collaboration and Professional Practice Competencies*”.

| **1.01 Comply with federal and provincial / territorial requirements relevant to dietetic practice.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| e | Identify federal and provincial / territorial requirements relevant to practice setting. |  |  |  |
| f | Comply with applicable legislation, regulations, and policies. |  |  |  |

| **1.02 Comply with regulatory requirements relevant to dietetic practice.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| e | Identify regulatory requirements relevant to practice setting. |  |  |  |
| f | Comply with applicable regulatory requirements. |  |  |  |
| i | Maintain client confidentiality and privacy. |  |  |  |
| l | Ensure informed consent. |  |  |  |

| **1.03 Practice according to organizational requirements.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| b | Provide services in compliance with designated role within practice setting. |  |  |  |
| c | Demonstrate knowledge of policies and directives specific to practice setting. |  |  |  |
| d | Comply with applicable policies and directives. |  |  |  |

| **1.04 Practice within limits of individual level of professional knowledge and skills.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| b | Reflect upon and articulate individual level of professional knowledge and skills. |  |  |  |
| c | Recognize situations which are beyond personal capacity. |  |  |  |
| d | Address situations beyond personal capacity by consultation, referral, or further learning. |  |  |  |

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| **1.05 Address professional development needs.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| b | Self-assess to identify learning needs. |  |  |  |
| c | Develop and pursue a learning plan. |  |  |  |
| d | Integrate learning into practice. |  |  |  |

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| **1.06 Use a systematic approach to decision making.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| e | Obtain and interpret evidence. |  |  |  |
| f | Apply ethical principles. |  |  |  |
| h | Make and justify decisions in consideration of ethics, evidence, contextual factors and client perspectives. |  |  |  |
| i | Take responsibility for decisions and actions. |  |  |  |

| **1.07 Maintain a client-centered focus.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| b | Respect client rights, dignity and uniqueness. |  |  |  |
| c | Determine client perspectives and needs. |  |  |  |
| d | Integrate client perspectives and needs into practice activities. |  |  |  |
| e | Identify services and resources relevant to client needs. |  |  |  |

| **1.08 Manage time and workload effectively** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| b | Prioritize professional activities and meet deadlines. |  |  |  |

| **1.09 Use technologies to support practice.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| b | Use technology to communicate. |  |  |  |
| d | Use technology to seek and manage information. |  |  |  |
| f | Use technological applications in practice. |  |  |  |

| **1.10 Ensure appropriate and secure documentation.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| b | Document relevant information accurately and completely, in a timely manner. |  |  |  |
| d | Maintain security and confidentiality of records. |  |  |  |
| e | Identify knowledge of organizational requirements for record keeping. |  |  |  |
| g | Document in accordance with legal and organizational requirements. |  |  |  |

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| **1.11 Assess and enhance approaches to dietetic practice.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| c | Assess effectiveness of practice activities. |  |  |  |
| e | Seek new knowledge that may support or enhance practice activities. |  |  |  |
| f | Propose modifications to increase the effectiveness of practice activities. |  |  |  |

| **1.12 Contribute to advocacy efforts related to nutrition and health.** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| c | Identify opportunities for advocacy relevant to practice setting. |  |  |  |

| **1.13 Participate in practice-based research** | | **Student Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| b | Identify research questions, methods and ethical procedures related to dietetic practice. |  |  |  |
| c | Source, critically appraise and interpret literature relevant to a research question. |  |  |  |
| d | Summarize and communicate research information. |  |  |  |

| **Preceptor Comments regarding Professional Practice:** |
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| **Communication and Collaboration** |
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| **2.01 Select appropriate communication approaches.** | | **Student**  **Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| b | Identify opportunities for and barriers to communication relevant to practice setting. |  |  |  |
| d | Use appropriate communication technique(s). |  |  |  |
| f | Demonstrate knowledge of practice-setting-related terminology. |  |  |  |
| G | Use appropriate terminology. |  |  |  |

| **2.02 Use effective written communication skills.** | | **Student**  **Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| c | Edit written material for style, spelling and grammar. |  |  |  |
| d | Write clearly and concisely, in a manner responsive to the needs of the reader(s). |  |  |  |
| e | Write in an organized and logical fashion. |  |  |  |
| f | Provide accurate and relevant information in written material. |  |  |  |
| g | Ensure that written material facilitates communication. |  |  |  |

| **2.03 Use effective oral communication skills.** | | **Student**  **Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| b | Speak clearly and concisely, in a manner responsive to the needs of the listener(s). |  |  |  |
| d | Use appropriate tone of voice and body language. |  |  |  |
| e | Recognize and respond appropriately to non-verbal communication. |  |  |  |

| **2.04 Use effective interpersonal skills.** | | **Student**  **Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| b | Utilize active listening. |  |  |  |
| d | Communicate in a respectful manner. |  |  |  |
| f | Demonstrate empathy. |  |  |  |
| h | Establish rapport. |  |  |  |
| j | Apply counselling principles. |  |  |  |
| l | Apply principles of negotiation and conflict management. |  |  |  |
| n | Seek, respond to and provide feedback. |  |  |  |

| **2.05 Contribute to the learning of others.** | | **Student**  **Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| a | Recognize opportunities to contribute to the learning of others. |  |  |  |
| c | Assess the prior knowledge and learning needs of others. |  |  |  |
| e | Select and implement appropriate educational strategies. |  |  |  |
| g | Select learning resources. |  |  |  |
| I | Develop learning resources. |  |  |  |
| k | Establish and assess learning outcomes. |  |  |  |
| m | Deliver group educational sessions. |  |  |  |

| **2.06 Contribute productively to teamwork and collaborative processes.** | | **Student**  **Rating\*** | **Preceptor Rating\*** | **Evidence -**Student to complete  (preceptor can add comments at end of section)  *\*Evidence is required to assign a rating* |
| --- | --- | --- | --- | --- |
| c | Contribute dietetics knowledge in collaborative practice. |  |  |  |
| f | Draw upon the expertise of others. |  |  |  |
| g | Contribute to shared decision making. |  |  |  |
| i | Facilitate interactions and discussions among team members. |  |  |  |

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| **Preceptor Comments regarding Communication and Collaboration** |
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| **Other Competencies** - Are there other competencies you feel you have met by completing this placement? Please add them here…. |

| **Performance Indicator**  (please reference the competency document) | **Student**  **Rating** | **Preceptor Rating** | **Evidence -**Student to complete  (preceptor can add comments at end of section) |
| --- | --- | --- | --- |
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| **Final Comments and Evaluation** |
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| **Preceptor Comments re: Overall Student Performance in this Placement** |
| **Strengths:** |
| **Areas to Work On:** |
| **Student Comments:** |

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| --- | --- |
| **The student has successfully completed this placement by demonstrating the competencies appropriate to the practice area.** | Yes           No  *Hover over the appropriate response box and click* |
| **This document has been reviewed by student and preceptor** | Yes           No  *Hover over the appropriate response box and click* |
| **By checking the above boxes, you are verifying the information in this evaluation to be true and correct.** | |
| **Email the completed evaluation form to the DEC, cc the preceptor and/or student.** | |