

UConn Dietetics Preceptor Training Coordinated Dietetics Program

Ellen Shanley, MBA, RDN, CDN, FAND
Dietetics Director
Allied Health Sciences

Overview of presentation

- ▶ Mission, concentration, goals and objectives of the program
- ▶ What we provide for each rotation
- ▶ Why preceptors?
- ▶ Characteristics of effective preceptors
- ▶ Setting the stage for the student
- ▶ Teaching strategies
- ▶ Points to consider when precepting
- ▶ Evaluations
- ▶ Win-Win situation
- ▶ References

Mission of the Coordinated Dietetics Program

- ▶ The Dietetics Program is committed to improving the health and nutrition of the public by educating students to become competent and competitive entry-level registered dietitian *nutritionists* in a variety of settings, including hospitals, extended care facilities, school systems, public health settings, and through research.

Concentration: Understanding the importance of food & nutrition to promote health and prevent disease

Upon completion of the Coordinated Program, graduates are able to:

- ▶ Design, implement, and evaluate nutrition education for individuals in the community
- ▶ Design a business plan reflecting promoting health and preventing disease
- ▶ Produce a cost-effective meal with a nutrition message to promote healthy eating
- ▶ Modify a recipe to promote healthy eating and decrease the risk of chronic disease, including those individuals of economic disadvantage
- ▶ Provide MNT in the clinical setting to promote nutritional wellbeing

Goal 1: Provide each graduate with knowledge and skills about food and nutrition to promote health and prevent disease.

Objectives:

- ▶ 100% of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- ▶ At least 80% of program students complete program requirements within 150% of program length (three years).
- ▶ Of graduates seeking employment, 80% are employed in nutrition and dietetics or related fields within 12 months of graduation.
- ▶ The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80%.
- ▶ Program evaluations will reflect at least a "satisfactory" rating on a 4-point scale (needs improvement, satisfactory, above average, excellent) immediate after program completion and at 1 - 1 1/2 years post-program completion.
- ▶ 80% of graduates' preparation to practice assessed by employers will be satisfactory or higher.

Goal 2: Provide each graduate with knowledge and skills about food and nutrition to promote health and prevent disease.

Objectives:

- ▶ 100% of the graduates will respond that they are satisfactorily prepared for practice to promote health and prevent disease
- ▶ Evaluations 1-1 1/2 years after program completion will reflect 100% of graduates are utilizing skills to promote health and prevent disease

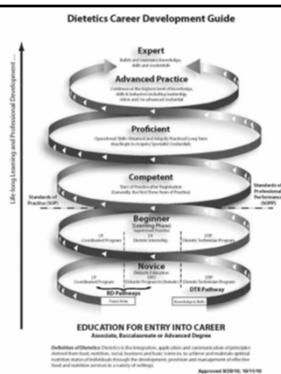
Each rotation

- ▶ Course syllabus
- ▶ Evaluation
- ▶ Please ask if you have any questions about these

Why Preceptors?

- ▶ Medical education is an apprenticeship model
- ▶ Classroom learning and practice
- ▶ Preceptor
 - ▶ "An experienced practitioner who provides role support and learning experiences for student learners. A preceptor works with the learner for a defined period of time and assists the learner in acquiring new competencies required for safe, ethical and quality practice."¹
 - ▶ Instructor, supervisor, and evaluator

¹ Precepting accessed
<https://www.radford.edu/content/dam/colleges/wchs/DNP/Preceptors%20Files/Precepting.pdf>



Key Points to Consider

- ▶ "Precepting is a new skill that is learned over time with support & mentoring..."
- ▶ Effective and confident preceptors model lifelong learning and professional growth for students ...and create a safe, flexible learning environment
- ▶ Timely, specific feedback and student evaluation are key elements of the precepting role²

² Precepting 101: Teaching Strategies and Tips for Success for Preceptors Accessed
<https://online.library.wiley.com/doi/full/10.1111/jmwh.12520>

Characteristic of Effective Preceptors

- ▶ "Those willing to give of themselves.
- ▶ Those willing to share knowledge, yet encourage self-learning and independence.
- ▶ Those who are humble, able to put the spotlight on the students.
- ▶ Those who are nonjudgmental, allowing all students to be themselves, who help the students' qualities to shine.
- ▶ Those who use positive, rather than negative reinforcement.
- ▶ Those who are flexible, allowing students to do things their way, even if that isn't the teachers' way."¹

More Characteristics to Consider

- ▶ Positive, enthusiastic attitude
- ▶ Provide appropriate, frequent feedback
- ▶ Show respect for the student
- ▶ Challenge student to perform
- ▶ Question student and promote higher level thinking
- ▶ Provide appropriate structure³

³ Allen-Chabot, A. M. (2006, May 25). Teaching in the Clinical Setting: Strategies for Success.

Getting off on the right foot

- ▶ Determine a meeting time and communicate if you want the intern to prepare in anyway prior to the first meeting
- ▶ Learn about the student's prior experiences, skills, and knowledge
- ▶ Tell the student about your experiences and how you like to teach
- ▶ Ask the student how he/she likes to learn
- ▶ Review rotation competencies and ask if he/she has any questions
- ▶ Orient and introduce the student to the site

The Right Atmosphere

- ▶ Be specific
 - ▶ Tell the student exactly what you want and expect
- ▶ Communicate throughout the rotation
 - ▶ Make it positive whenever possible
 - ▶ If something needs correcting tell the student in a timely manner and be specific with expectations
- ▶ Be patient
 - ▶ Promote a positive learning environment
 - ▶ The student may have learned how to do something differently from another preceptor
 - ▶ Many times there are many ways that are correct

Teaching Strategies

- ▶ Expert
 - ▶ Conveys information directly to the student
- ▶ Modeling (role modeling)
 - ▶ Preceptor demonstrates
 - ▶ Often done with beginning students and when showing advanced skills
- ▶ Observation
 - ▶ Preceptor & student can observe each other
 - ▶ Provide feedback when observing student
- ▶ Direct questioning
 - ▶ Student can develop critical thinking skills
 - ▶ Don't put student on the spot in front of others
- ▶ Think aloud method
 - ▶ Fosters critical thinking and reasoning skills
 - ▶ Encourages student to verbalize thoughts and rationalize decision-making

Teaching Strategies (continued)

- ▶ Coaching
 - ▶ Preceptor provides verbal cues during performance
- ▶ Facilitator
 - ▶ Provide opportunities for student to self-evaluate and ask questions^{1,4}

⁴ Approaches to effective Preceptor Teaching; accessed https://pharmacy.ucsd.edu/faculty/ExperientialEducation/docs/Slides_8_09_14.pdf

Points to Consider When Precepting

- ▶ Where is the intern in his/her training
 - ▶ Plan for increasing intern responsibility
- ▶ Assist the intern in setting realistic goals
- ▶ Communicate exactly what you expect from the intern and the level of independence
 - ▶ Should the intern make decisions and then let you know?
- ▶ Evaluation is important to provide throughout
 - ▶ Formative assessment occurs throughout the rotation. A continual dialogue should occur throughout the rotation so the student knows what he/she needs to work on
 - ▶ Summative evaluation takes place at the end of the rotation and the student is compared to a norm
 - ▶ Evaluations need to be as objective and unbiased as possible. We are all human but we need to not have personal feelings influence the evaluation nor can we have a specific incident overshadow the evaluation of the entire rotation.

Continuous Feedback

- ▶ Students really do like feedback and should know how they're doing
- ▶ What should you tell the student?
 - ▶ What they have done well
 - ▶ What they need to improve
- ▶ Have the student plan a course of action
- ▶ Daily and timely
- ▶ No surprises at the final evaluation

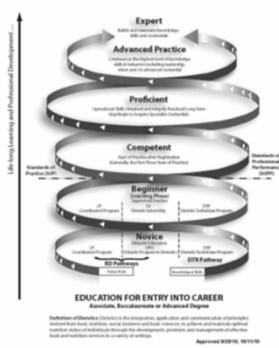
Charlotte Meucci, RD, CDE, CDN, Outpatient Cardiac Dietitian at Hartford Hospital

- ▶ Typically a 2 week rotation
- ▶ Explain job duties to the student; what is expected of them
- ▶ What is a typical day
- ▶ Provide handout (overview of cardiology diagnosis and what is done in the Center)
- ▶ Explains that she give feedback and is trying to improve their skills; explains that they are her patients and she is responsible and will linger to make sure they handle the situation correctly
- ▶ Two-way communication
- ▶ Tour and introduce them to the staff
- ▶ Importance of the staff and the interprofessional team

Interaction with patient

- ▶ Intern reviews chart
- ▶ Asks intern what they found out from the chart- see if they missed anything
- ▶ Intern interviews patient
 - ▶ Patient history, food recall, who is involved
- ▶ Privately meets with interns and asks intern what they got from the interview
 - ▶ Makes sure the intern gets what they need and if missing anything lets them know
- ▶ Intern completes education
- ▶ Through every step Charlotte questions and provides feedback

Dietetics Career Development Guide



Evaluations

- 1 - NOVICE - requires frequent supportive and occasional directive cues; identifies principles but needs direction to identify application
- 2 - BEGINNER - requires a supportive or directive cue occasionally; applies principles accurately with occasional cues; works at acceptable standards
- 3 - COMPETENT - demonstrates sound knowledge and effective use of entry level skills; seeks assistance after investigating potential solutions

Competent to be hired for entry-level practice

Benefits of Precepting WIN-WIN

- ▶ You should be more productive
- ▶ Have interns work on projects you have not been able to do
- ▶ Interns have fresh eyes and have recently been exposed to current teachings
- ▶ Optimistic fresh outlook
- ▶ Keep you young!
- ▶ Keep you on your toes!
- ▶ Future employees and are well trained

Continuing Professional Education

- ▶ If you are an RDN, you may be eligible for CPE credits. Since June 1, 2017, CDR has allowed CPE credits for precepting. You are able to receive up to 3 CPEUs per year and up to 15/5 years.
 - ▶ 1-25 hours of contact = 1 CPEU
 - ▶ 26-50 hours of contact = 2 CPEUs
 - ▶ 50 or greater hours = 3 CPEUs
- ▶ Posted on the website from CDR are
 - ▶ FAQ
 - ▶ Log Form
 - ▶ Verification
 - ▶ Professional Leadership Description

References

- ▶ Allen-Chabot, A. M. (2006, May 25). Teaching in the Clinical Setting: Strategies for Success.
- ▶ Benedictine University Dietetic Internship 2017-2018 Site Preceptor Handbook. Accessed <http://www.ben.edu/college-of-education-and-health-services/nutrition/upload/BenU-Site-Preceptor-Handbook-2017-2.pdf>
- ▶ Kendall, A., Brown, S. (2010). MS-DI Preceptor Training Program.
- ▶ Precepting accessed [https://www.radford.edu/content/dam/colleges/wchs/DNP/Preceptors%20Files/Precepting.pdf](https://www.radford.edu/content/dam/colleges/wchs/DNP/Preceptors%20Files/P%20recepting.pdf)
- ▶ Precepting 101: Teaching Strategies and Tips for Success for Preceptors Accessed <https://onlinelibrary.wiley.com/doi/full/10.1111/mwh.12520>
- ▶ Schneid, S. Approaches to Effective Preceptor Teaching. Accessed Approaches to Effective Preceptor Teaching Steve Schneid, MHPE