

UConn Dietetics Preceptor Training Dietetic Internship Program

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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 Dietetic Internship

- ▶ The Dietetics Program is committed to improving the health and nutrition of the public through:
 - ▶ Preparing competent and competitive entry-level registered dietitian nutritionists
 - ▶ Research in health promotion and disease prevention
 - ▶ Service to the profession and community
 - ▶ Practice in diverse urban settings.

Concentration: Urban Issues

- ▶ Majority of internship rotations at Hartford Hospital
 - ▶ Connecticut has significant income inequality
 - ▶ Rich community rotations with urban experiences
1. Demonstrate an understanding of the challenges facing the dietitian in an urban setting
 2. Assess and identify the food and nutrition resources available in the greater Hartford Area addressing cultural diversity, income, and locally grown

Goal 1: Provide each graduate with a rigorous education that prepares the graduate as a competent entry-level RDN.

Objectives:

Annually:

- ▶ 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 (13 months).
- ▶ 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%.

Over a five-year period:

- ▶ 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.
- ▶ 83% of graduates' preparation to practice assessed by employers will be satisfactory or higher.

Goal 2: Provide each graduate with the skills necessary to practice in an urban setting.

Objectives:

Annually:

- ▶ 100% of the graduates will respond that they are satisfactorily prepared for practice in an urban setting.
- ▶ Evaluations 1-1 1/2 years after program completion will reflect 83% of graduates are utilizing skills learned with the urban issues concentration.

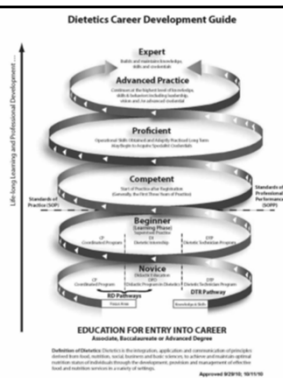
Each rotation

- ▶ 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

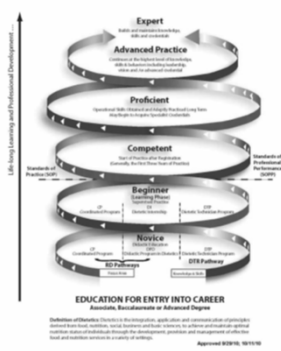
Charlotte Meucci, RD, CDE, CDN, Outpatient Cardiac Dietitian at Hartford Hospital

- ▶ 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