

Utah State University Master of Dietetics Administration

GUIDELINES FOR CLINICAL NUTRITION EXPERIENCE

Abbreviated for Preceptors

Message for Preceptors: Please note that you may assign tasks or projects that would be beneficial for students in addition to those we have listed here. You know what types of experience will provide students with practice using the skills that are necessary in your position. Also, while it is the student's responsibility to complete the assignments required by the USU MDA, you as their preceptor, can ask to see the results of their work on those assignments and give them useful feedback on their performance. Some of the projects they do may provide data that could be useful for your program.

CLINICAL ROTATION OBJECTIVES

After completing this course, students will be able to:

- Effectively apply clinical skills and competency to provide appropriate medical nutrition therapy (MNT) and other nutrition care in a variety of medical and healthcare settings.
- Function as a productive member of the clinical team and as a member of an interdisciplinary team.
- Apply clinical didactic knowledge while working in various clinical areas.
- Demonstrate at least entry-level proficiency in ACEND competencies outlined in Clinical Nutrition Learning Activities.

PRECEPTOR MEETINGS

The student is responsible for setting up a “preceptor meeting” during this rotation. This meeting is scheduled during the first or second week of the rotation with you, the student, and a USU MDA faculty.

WEEKLY REPORTS, PRACTICE QUESTIONS, and PROFESSIONALISM POINTS

MDA Faculty will assign students Professionalism Points based on their conduct, completion of assignments, and communication during the course of the rotation. Students will submit weekly reports on their experiences to MDA faculty.

CLINICAL TASK SHEET – ALL ROTATIONS

The student must participate in a variety of tasks or speak with specific personnel about certain aspects of the clinical setting to demonstrate competency. On this sheet, they will keep track of which tasks have been completed with the dates and initials of those with whom they talked to or worked. This task sheet also has an evaluation scale for you to mark the competence of the student.

CLINICAL STATISTICS REPORT – ALL ROTATIONS

The student is responsible for keeping track of the work done during clinical rotations. This will help the student keep track of the number of disease states they learn about and the patients they screen, assess, and teach. The student is to record the number of times they do tasks daily.

IPC SKILLS SHEET – INPATIENT

The student will answer the questions on this data sheet in conjunction with some of their assignments or meetings with personnel as part of completing the Clinical Task Sheet.

OPC SKILLS SHEET – OUTPATIENT

The student will answer the questions on this data sheet in conjunction with some of their assignments or meetings with personnel as part of completing the Clinical Task Sheet.

INTERVIEW EVALUATION – INPATIENT

The student will demonstrate their ability to interview a patient to collect nutrition assessment and/or follow-up assessment information. The preceptor will observe and complete the Interview Evaluation.

EDUCATION EVALUATIONS– INPATIENT

The student is to practice interviewing and teaching skills after observing the dietitian 1-2 times. Patient Education: The student and preceptor will select two (2) patients who need education on a nutrition topic and teach that patient and/or family about the topic. One of the evaluations must be for a patient with diabetes. The preceptor will observe and complete the Education Evaluation for each education provided.

NCP DOCUMENTATION & EVALUATION – INPATIENT & OUTPATIENT

The student will practice using the Nutrition Care Process. The student must submit documentation on two patients during the inpatient rotation and one during the outpatient rotation. The student will document or chart using the ADIME format, and have the preceptor evaluate each note using the NCP Documentation Evaluation. The student will type and submit a copy of the note to the USU MDA that does not include any patient identifiers. The preceptor will evaluate the note and provide the student with feedback.

NUTRITION-FOCUSED PHYSICAL EXAM EVALUATION – INPATIENT

The student will complete nutrition-focused physical exams on patients during the clinical rotation. At least one evaluation of the student's skills in conducting an NFPE should be completed during the rotation. Students receive instruction on NFPE during program orientation and have resources available online for reference.

COUNSELING EVALUATION– OUTPATIENT

The student will practice counseling skills and techniques while working with clients. Effective counseling requires specific skills which the student will learn through observation and practice. After observing the dietitian counseling clients 3-4 times, the student and preceptor will discuss the different counseling skills and techniques the dietitian uses and why/how they work. The student and preceptor will select one (1) client to for the student to counsel. The preceptor will observe and evaluate the student and complete the Counseling Evaluation.

NUTRITION CASE STUDY PRESENTATION – INPATIENT

The student will prepare and present a clinical patient case study to professional colleagues. This should be completed toward the end of the inpatient rotation. The student will arrange a time with their preceptor to present their case study. Other dietitians and healthcare providers may be invited to participate. The preceptor will complete the Case Study Presentation Evaluation and provide feedback to the student.

CLINICAL STAFF RELIEF REFLECTION – INPATIENT

The student is to take on all clinical responsibilities of one of the dietitians at the facility for a total of 80 hours. The goal is to give the student the opportunity to practice the clinical skills they have learned by working as the “RD”. While doing staff relief, the dietitian/preceptor will still be available for questions if the student runs into problems and will continue to co-sign all documentation. Two weeks or eighty (80) hours of staff relief are required.

MID-POINT EVALUATION (INPATIENT ONLY)

At the end of week three for an eight-week rotation or week four for a ten-week rotation, review the mid-point evaluation and schedule a time at the end of the following week to review your feedback with the student. The mid-point of the rotation is the ideal time to address any potential deficiencies and develop a plan for the student to improve and pass the rotation. This is also a good time to reach out to the MDA faculty if deficiencies have been identified.

CLINICAL SEL FINAL EVALUATION – ALL ROTATIONS

As the preceptor, you will also complete a **Final Evaluation** towards the end of the rotation to evaluate the student’s overall performance on the competencies on the evaluation. Preceptors and students are encouraged to schedule a time to go over the evaluation before the end of the last day so the student leaves the rotation with the evaluation in hand. Please contact the USU MDA faculty with any questions or concerns.

DAILY HOUR LOG & VERIFICATION FORM – ALL ROTATIONS

The student must complete a minimum number of hours in each rotation. Preceptors are asked to sign off on the accuracy of the student’s hours. The student will provide the forms for preceptors to review and sign. Students will complete the scheduled days even when the minimum hours for the rotation have been met. Adjustments will be made if communicated by the preceptor to the MDA and approved by MDA faculty. Please contact USU MDA faculty with any questions. Required hours for clinical rotations:

Total: 520 hours

Inpatient: 8 weeks (320 hours) or 10 weeks (400 hours)

Outpatient: 3 weeks (120 hours)

Long-term care: 2 weeks (80 hours)

Students who complete a 10-week inpatient rotation will not complete a separate long-term care rotation.

Additional Learning Activities Completed in Other MDA Courses:

In addition to completing the activities above during supervised experiential learning hours, students will complete the following activities as tasks. If you are interested in any of these activities, the student can share assignment details with you. USU MDA faculty are also always willing to share information with preceptors.

OLDER ADULT NUTRITION SKILLS SHEET

The student will answer the questions on this skills sheet to learn more about long-term care nutrition and the role of the dietitian in long-term care.

COUNSELING PRACTICE

The student will practice motivational interviewing with a volunteer and record the counseling session for evaluation by MDA faculty.

NUTRITION SUPPORT NCP PRACTICE CASE STUDIES

The student is to complete case studies found in the Clinical course online. These case studies are designed to help students practice using the NCP.

LEARNING MODULES AND PRACTICE EXAM

The student will complete various lectures and quizzes online. The practice exam is proctored through an online program called Proctorio.

- Malnutrition
- Billing & Coding
- Renal Disease Management
- Diabetes Management
- Nutrition in Critical Care
- Nutrition Considerations for the Older Adult
- Oncology Nutrition
- Cardiovascular & Hypertension Nutrition
- Treatment of Overweight and Obesity
- Food, Nutrient, Drug Interactions
- Students choose two of the following to complete:
 - Gastrointestinal Disorders & MNT
 - Inborn Errors of Metabolism
 - Nutrition & Thermal Injury
 - Nutrition & Eating Disorders
 - Nutritional Care of the Premature Infant

The following ACEND competencies will be covered in this course:

- 1.5 Applies knowledge of pathophysiology and nutritional biochemistry to physiology, health and disease.
- 1.6 Applies knowledge of social, psychological and environmental aspects of eating and food.
- 1.7 Integrates the principles of cultural competence within own practice and when directing services.
- 1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy.
- 1.10 Applies knowledge of math and statistics.
- 1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals.
- 1.12 Demonstrates knowledge of and is able to manage food preparation techniques.
- 2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations.
- 2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.
- 2.4 Implements or coordinates nutritional interventions for individuals, groups or populations.
- 2.5 Prescribes, recommends and administers nutrition-related pharmacotherapy.
- 6.1 Incorporates critical thinking skills in practice.
- 6.3 Applies current research and evidence-informed practice to services.
- 7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services.
- 7.2 Uses effective communication, collaboration and advocacy skills.