**EDUCATION EVALUATION**

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Topic**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Directions: For each criterion, mark the appropriate number corresponding with the scale shown below* ***indicating the student’s skill compared to that of an entry-level dietitian****.  Write suggestions to help the student improve in the comments section.  Total all criterions to calculate the student’s overall score.*

***Rating Scale***

***1:*** *Demonstrates minimal skills and has limited knowledge and/or critical thinking ability related to topic or concept. More learning experience is needed to meet basic knowledge to start developing the skills for entry-level practice.*

***2-3:*** *Needs Improvement: Demonstrates skills below expectation for other students at this level of training. More learning experience is needed to demonstrate competency and critical thinking. Has mastered some aspects of the competencies or skills, but more improvement and/or development are needed to attain the level of what is expected for entry-level practice.*

***4-5:*** *Competent: Demonstrates competency in all aspects of this competency, skill, or concept. Completed all requirements satisfactorily. Skills, knowledge, and critical thinking are still developing but appropriate for what is expected at this training level and for entry-level dietetics practice.*

***6-7:*** *Advanced Competent: Demonstrating skills, knowledge, and critical thinking at a level above what is expected at current training and above that expected for entry-level dietetics practice.*

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| --- | --- | --- | --- |
| **CRITERIA** | **Needs Improvement** | **Competent** | **Advanced Competent** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| **Preparation** |
| * When possible, arranges a time beforehand, with the patient and/or family for education.
* Gathers needed materials and handouts before entering the patient’s room.
* Ensures materials and handouts are culturally sensitive and collects additional materials if needed.
* Shows concerns for patient privacy and comfort.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Introduction** |
| * Introduces self and identifies patient by name.
* Shows interest in and concern for the patient.
* Confirms commitment to assist the patient.
* Exhibits confidence in self and knowledge base.
 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comments:  |
| **Education**  |
| Prepares/selects/utilizes appropriate education materials for patient/family to enhance knowledge and understanding. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Adapts as needed to ensure delivery of education and content are culturally appropriate. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Concisely imparts knowledge and/or instructs/trains patient on a specific concept or skill. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Checks back with patient/client for understanding. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Discusses application of the education topic to patient’s lifestyle (i.e., shopping, recipes, cooking tips).  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Appropriately and thoroughly assesses patient’s understanding of the education topic. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Helps patient and/or family set appropriate goals. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Clarifies need/procedure for follow-up or referral.Provides contact information.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comments: |
| **Communication Techniques** |
| Maintains appropriate eye contact considering cultural preferences. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Uses open-ended questions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Actively listens to patient; uses information gained to guide the education session. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Provides respectful, science-based answers to patient’s questions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Assertively guides the education session yet is respectful of patient’s background and preferences.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comments: |
| **COMPETENCIES ADDRESSED IN THIS TASK/ASSIGNMENT** |
| Comp 1.11 Applies knowledge of medical terminology when communicating with individuals, groups, and other health professionals.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comp 2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comp 2.4 Implements or coordinates nutritional interventions for individuals, groups or populations.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Overall Comments:**

1. What are the student’s strengths and areas for improvement?

**Signatures**:

Preceptor/Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_