**NCP DOCUMENTATION EVALUATION**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Topic/Patient Type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*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 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** |
| **Nutrition Assessment** | | | | | | | |
| Relevant client history including personal data, medical and surgical history, and social history. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Anthropometrics described. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Biochemical data, medical tests, and procedures. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Nutrition-focused physical exam information. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Evaluation of food/nutrient intake, including diet history, diet order, and current intake. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Addresses knowledge, beliefs, attitudes, and behavior affecting access to food. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Relevant physical activity and functional status. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Includes medications and other supplements | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Includes comparative standards including energy, protein, carbohydrate, fluids, and body weight. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comments: | | | | | | | |
| **Nutrition Diagnosis** | | | | | | | |
| Includes diagnosis written in PES format with standardized language. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comments: | | | | | | | |
| **Nutrition Intervention** | | | | | | | |
| Formulates a nutrition prescription | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Identifies appropriate nutrition intervention strategies that prioritize the nutrition diagnosis. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Interventions are based on current evidence-based practice. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Formulates patient-focused goals related to interventions. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comments: | | | | | | | |
| **Nutrition Monitoring & Evaluation** | | | | | | | |
| Specifies appropriate indicators to monitored and criteria to be evaluated upon follow-up. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comments: | | | | | | | |
| **Documentation** | | | | | | | |
| Completes documentation that follows professional guidelines and guidelines required by practice setting. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Documentation is formatted correctly with correct grammar and punctuation. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Comments: | | | | | | | |
| **COMPETENCIES ADDRESSED BY THIS TASK/ASSIGNMENT** | | | | | | | |
| Comp 1.10: Applies knowledge of math and statistics. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 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 1.13: Demonstrates computer skills and uses nutrition informatics in the decision-making process. | 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 |
| Comp 6.1: Incorporates critical thinking skills in practice. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**Overall Comments:**

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

**Signatures**:

Preceptor/Evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_