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## **Medical Nutrition Therapy Supervised Experiential Learning Preceptor Syllabus**

### **Professional Science Master's in Applied Nutrition- Dietetics Emphasis**

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### **Description of Program and Community Supervised Experiential Learning (SEL)**

The Professional Science Master's (PSM) in Applied Nutrition- Dietetics Emphasis at the University of Arizona is an Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited graduate program in which students are concurrently enrolled in graduate-level coursework and participate in nutrition professional practice settings. Students participate in a clinical professional setting to meet practice (SEL) hours and competencies required by the program and that align with ACEND graduate program standards. More information about the program is available at the following link:  
<https://snsw.arizona.edu/graduate/online-distance-programs/psm-applied-nutrition-dietetics>

### **Program Mission, Goals, and Objectives**

Mission: To provide advanced knowledge in nutrition and skills in dietetics, to successfully prepare competent graduates for entry-level practice as registered dietitians/registered dietitian nutritionists in the state and nation.

Goal #1: Applied Nutrition - Dietetics Graduate Program graduates will possess knowledge required to become a Registered Dietitian Nutritionist (RDN).

Objectives:

1. At least 80% of students complete program requirements within 1.5 years (150% of the program length).
2. At least 80 percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
3. 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%.
4. At least 80% of program graduates will rate the overall quality of the program as "excellent" or "good".

Goal #2: Applied Nutrition - Dietetics Graduate Program graduates are versatile, highly skilled professionals, prepared with the skills, knowledge and confidence to excel in the field of nutrition and dietetics.

Objectives:

1. Of graduates who seek employment, at least 50 percent are employed in nutrition and dietetics or related fields within 12 months of graduation.
2. At least 80% of employers surveyed will rate the program graduates as: "above average" "excellent" or "good" in preparation for entry-level practice in a nutrition- or dietetics-related field.
3. At least 80% of graduates responding to alumni surveys will rate their abilities to work as entry-level Registered Dietitian Nutritionists as: "above average" "excellent" or "good".

## Program Contact Information

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## Affiliation Agreements

An affiliation agreement must be established between the University of Arizona (UArizona) and the host site for a student to participate at the host facility. Once a student is officially admitted into the PSM- Dietetics Program, the program coordinator will reach out to the site contact to initiate the process of establishing an affiliation agreement. The agreement must be fully executed prior to the student starting at the host facility.

## Preceptor Requirements

ACEND provides resources and trainings to prepare preceptors as mentors: [ACEND Resources](#)

Per accreditation requirements, we must keep updated preceptor documents on file. Preceptors will be asked to provide the following documentation:

- Resume/CV
- Current CDR card (if RDN or NDTR)

## Preceptor Continuing Professional Education Units (CPEU)

Up to 3 CPEUs can be awarded per year to RDNs and NDTRs for precepting. Preceptors can complete the required forms then send them to the program director/coordinator for signature. Navigate to the following link to learn more about earning CPEUs for precepting: [CDR CPEU Credit for Preceptors](#)

## Supervised Experiential Learning (SEL) Schedule

Students are expected to be at their clinical SEL site **4 days/32 hours per week** for the duration of the academic semester, totaling a **minimum of 500 hours** by the end of the experience.

- Fall semester starts in mid-August and ends in mid-December
- Spring semester starts in mid-January and ends in mid-May
- Students must have off all University observed holidays and breaks
- Students will participate in a clinical bootcamp hosted by UA Clinical Faculty during the first 2 days of the semester
- Students will have clinical presentations scheduled during the last 2 days of the semester

Specific semester start/end dates and holidays/breaks can be found in the University of Arizona Academic Calendar: [Academic Calendar | University of Arizona](#)

Students are intentionally scheduled over the required minimum hours (500) to allow a buffer for events such as sickness, emergencies and any other schedule conflicts. If students meet the required hours for the SEL and/or the program before the final scheduled day of their experience, they can discuss with the preceptor if they can end their experience early. Preceptors can choose to continue to have the student come on site until the last scheduled day of the semester, or allow the students to finish their clinical SEL once they have the minimum required hours and have completed all program requirements (projects, competencies, etc).

### **SEL Course Objectives**

During this SEL, students will:

- Apply the principles of the nutrition care process for disease prevention and management to diverse populations.
- Perform the necessary calculations required to implement dietary and nutrient modifications for nutrition therapy.
- Locate, interpret, evaluate, and use professional literature to make ethical, evidence-based practice decisions.

### **Student Projects**

Students will be assigned a semester-long case study project where they will follow the care of a patient on site during the MNT SEL. Review **Appendix A** and **Appendix B** for the detailed project instructions provided to the students.

Project requirements can be adapted to fit the needs of the site. Project deliverables will be graded by the SEL course instructor but should be reviewed and approved by the preceptor at each step of the process. Preceptors are encouraged to consider the work students did for the project, as well as other activities they have completed, when completing the competency evaluations. Preceptors can reach out to the program coordinator to discuss project requirements if questions or concerns arise.

### **Topics Covered in Clinical Graduate Didactic Course:**

Students will concurrently be enrolled in an Advanced MNT course while completing their MNT SEL. The goal of the Advanced MNT course is to provide students with knowledge, tools and competencies related to medical nutrition therapy to prepare them to lead in the clinical setting. It is not required that all topics in the Advanced MNT course also be covered during the SEL; the topics are provided below only as suggested topics to review with students, if applicable:

| <b>Week</b> | <b>Topic</b>           |
|-------------|------------------------|
| Week 1      | Nutrition Care Process |

|         |  |
|---------|--|
| Week 2  | Nutrition Support  |
| Week 3  | Diabetes and Wound Healing                                 |
| Week 4  | Renal Disease  |
| Week 5  | Obesity and Cardiovascular Disease                         |
| Week 6  | IBD/IBS and Gut Microbiome                                 |
| Week 7  | Short Bowel Syndrome/Surgical Alterations of GI            |
| Week 8  | Liver Disease  |
| Week 9  | Pancreatitis, Cystic Fibrosis                              |
| Week 10 | Stroke, Parkinson's, Alzheimer's (Neuro)                   |
| Week 11 | Oncology   |
| Week 12 | Sepsis, Pressors and Nutrition Support Guidelines          |
| Week 13 | Trauma, Surgery, Burns                                     |
| Week 14 | Infancy Nutrition  |
| Week 15 | Adolescent and Childhood Nutrition                         |
| Week 16 | Outpatient Counseling Project<br>Group Journal Club Report |

### **Expected Learning Outcomes/ACEND Graduate Program Competencies**

Students will work towards meeting all ACEND graduate program competencies at entry level for dietitians by the end of the PSM- Dietetics Program. Students should meet all ACEND competencies and performance indicators listed in **Appendix C** and the clinical skills listed in **Appendix D** during their Clinical SEL.

### **Competency Evaluations and Student Time Log**

Evaluations and a student time log will be completed in a competency-based education portal, called Competency. The program coordinator will set up an account for the site preceptor(s) prior to the student starting on site. Electronic evaluations are used to track students' progress toward meeting ACEND graduate program competencies at entry level for dietitians.

Preceptors will be asked to complete a competency evaluation at the midpoint and end of the MNT SEL. The competencies that will be evaluated are listed in **Appendix C**. Students will be expected to complete self-evaluations and can provide them to the preceptors. Midpoint competency evaluations are used to help the preceptor and student identify which

key competencies are being met by the student during the first half of the SEL. If the student is not meeting important competencies, then the preceptor and student can establish a plan on how competencies can be met before the end of the SEL.

**If the preceptor or student has questions regarding how a specific competency can be met or if there are concerns that a competency will not be met during the experience, please reach out to the program coordinator to establish a plan. The program coordinator/faculty can provide assignments and resources to preceptors and students to help meet program competencies.**

Students will enter their daily time into Competency and preceptors will be asked to approve their time log by the end of the SEL.

## **Appendices**

### **Appendix A – Patient Case Study Presentation Instructions**

Prepare a PowerPoint presentation as outlined below. The oral presentation should be ~20-25 minutes long. Make sure you avoid using any patient-identifying information. Include in-text citations on the appropriate slides, as well as a reference list at the end of the presentation. The reference cited needs to come from evidence-based guidelines, systematic reviews, and/or scientific literature. You will need to submit a copy of your PowerPoint slides via the D2L assignment drop box folder.

#### **Outline for Case Study Presentation**

This outline is to be used as a guide for the development of your case study powerpoint presentation. Each major topic needs to be addressed, but the orders and details can be changed to fit the specific case study.

##### **I. Overview of disease or condition**

- Pathophysiology of disease
- Incidence of disease
- Symptoms (Identify those reversible with nutritional intervention.)
  - Clinical
  - Pathological
- Treatment (Discuss those applicable) - medical, surgical, chemotherapy, dietary

##### **II. General information:**

- Patient's initials
- Patient's age
- Nationality
- Status in life - job title, marital status

##### **III. Report on Admission**

- Date of admission
- Present illness - onset, duration
- Medical Diagnosis/Diagnoses
- General condition upon admission
- General orders- diet, medication, drugs, etc.

##### **IV. Special history**

- Past Medical History
- Family History
- Social conditions affecting health - economic, familial, emotional, and/or psychological

##### **V. Nutrition Care Process**

- Nutrition Assessment
  - Anthropometric Data
  - Pertinent Laboratory- explain what the value indicates, give normal ranges and bold abnormal values

- o Clinical Signs and symptoms
- o Dietary History and/or dietary recall
- o Medications and potential drug and nutrient interaction
- o Estimated nutritional needs
- o Summary of what the assessment means for the patient's nutrition needs, what are the primary nutrition concerns? What factors will impact the patient's nutrition treatment (i.e. socioeconomic, cognitive, religion/culture, personal, preferences, etc.)
- Nutrition Diagnosis (PES Statement) – including rationale
- Nutrition Intervention with goals
- Nutrition Monitoring and Evaluation with goals
- Patient progress and reassessment on follow-up
  - o Did they meet the goals?
  - o What changes did you make to the nutrition care plan?

#### VI. List of References (AMA style)



## **Appendix B – Educational Resource Project Instructions**

For this project, you will select a disease or condition based on the final case study patient. You will review the literature on medical nutrition therapy interventions for the primary disease/condition for your case study patient, summarize the literature findings, and develop educational materials for healthcare professionals and patients/clients.

### Annotated Bibliography

For this project, you will review the literature on medical nutrition therapy interventions for the disease/condition of your choice, summarize the literature findings, and develop educational materials for patients and healthcare professionals. After you have selected your topic, you will develop an annotated bibliography containing at least five academic sources.

Steps:

1. Choose a medical nutrition therapy topic (disease or condition with nutrition implications).
2. Conduct a literature review related to the medical nutrition therapy recommendations for the primary disease or condition of your case study patient.
3. Review your research and choose five peer-reviewed research studies within the last 10 years that best summarize the MNT for your topic to include in your annotation. You may use primary research (experimental, observational), systematic reviews (limited to 1), or meta-analyses (limited to 1).
4. Write your citations in AMA format. Annotations should be arranged alphabetically according to the author's last name. Each annotation should be formatted with the full AMA citation as a header, followed by the content outlined below.
5. Write concise annotations for each source using full sentences and academic vocabulary.

Annotated bibliographies provide an overview of the research you have chosen for your topic. It includes a summary and evaluation/analysis of the source written in a paragraph form. The following information should be included for each source:

1. Brief outline and main ideas of the source, including the source's hypothesis/purpose, research methods, and brief summary of the results.
2. Source's conclusions.
3. Usefulness to your project.
4. Limitations / Evaluation of source and methodology
5. Reflection- explain how this source aligns with your topic and how it fits into your project.

Following the annotation, provide a brief, 1-paragraph summary of the medical nutrition therapy for the chosen disease/condition based on the findings from the reviewed research.

### Fact Sheet for Healthcare Professionals

A Fact Sheet is a short document that quickly summarizes the most important information about a particular subject. The goal is to provide key points about the topic in a clear, concise, and easy-to-understand way. Fact sheets can be used to communicate health and nutrition

information to a target audience in order to increase the knowledge of the reader. In this assignment, you will be developing a 1-2 page fact sheet on the disease state from your annotated bibliography targeted towards other, non-RD healthcare professionals (MDs, DOs, NPs/PAs, RNs, SLPs, etc). The purpose is to summarize key points related to your chosen disease state in order to provide the audience with a basic understanding of the disease and medical nutrition therapy for the disease. You should be creative with the formatting to make the handout look professional, eye-catching, and easy to identify each key section. You may develop the fact sheet from scratch or use pre-existing fact sheet templates from the internet. See D2L for examples of health-related fact sheets.

At minimum, you should include:

1. Summary of disease process
2. Statistics on the disease (prevalence, incidence, etc).
3. Summary of evidence-based nutrition recommendations, including specific amounts of nutrients or foods/food groups
4. Recommendations for practice – consider that the target audience is non-RD healthcare professionals who may not be licensed to practice MNT
5. Additional resources (links to webpages, assessment tools, educational resources, etc)
6. References – may be in a smaller font

Suggestions for presenting content:

1. Keep text brief
2. Consider the audience – healthcare professionals who may have limited nutrition education and knowledge
3. Write in a professional manner – fact sheet should be acceptable for use by a professional organization (ADA, CDC, AHA, etc.)
4. Define key words or concepts
5. Simplify complex ideas
6. Create graphics to reinforce information
7. Keep graphics simple and easy-to-understand
8. Use bulleted lists, tables, and charts instead of narrative text
9. Avoid using second-person tense (I.e. you). This is meant to be informational for professionals to help them care for and provide accurate information to their patient/clients, not provide specific recommendations for individuals.

Other tips and resources: <https://ruralhealth.und.edu/communication/factsheets>

### Educational Handout for Patients/Clients

Educational handouts are essential and important when providing patients information given the complexity of acute care settings. A majority of the time, we can verbally provide information to patients, but it can be difficult for them to remember at discharge as there is often a lot of information being provided to them. Educational handouts for patients should focus on what patients' needs to know, instead of what is "nice" to know – these handouts are the key information points. For this assignment, you will develop a 1-2 page educational handout that is

targeted towards patients/clients. This educational handout will focus on the medical nutrition therapy recommendations for the disease state that you have previously selected from your annotated bibliography, as well as altering the professional format to client/patient driven for ease of understanding. You should be creative with the formatting to make the handout look professional, eye-catching, and easy to identify each key section. You should be able to use this with your own patients/clients.

When creating a handout, think of the following information:

1. Your topic is clearly identified
2. Clear nutrition interventions/recommendations provided in order for patients to follow at home
3. Majority of adults can read at an eighth-grade level – limit usage of medical terms as this can be difficult for patients to understand/interpret
4. Most people prefer easy to read handouts that provide short concise information.
5. Be specific on what your patient needs to do
6. Consider being creative with images, utilize white spaces and make it personal for your patient
7. You may use other handouts as references for ideas on content and formatting, but all work on your handout should be your own

Creating patient education materials resources:

<https://hsl.lib.unc.edu/health-literacy/patient-materials/>

## **Appendix C – ACEND MNT Competencies & Performance Indicators**

### **Unit 1: Foundational Knowledge**

**Applies foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups, and organizations.**

1.1 Applies an understanding of environmental, molecular factors (e.g. genes, proteins, metabolites) and food in the development and management of disease. (S)

1.1.1 Analyzes the usefulness and limitations of epidemiological, clinical and other study designs and identifies trends in diet and disease. (S)

1.1.3 Communicates epidemiological evidence related to the relationship between diet and the development of disease.(S)

1.2 Applies an understanding of anatomy, physiology, and biochemistry. (S)

1.2.1 Analyzes the impact of food and nutrition on physiological processes. (S)

1.2.2 Integrates knowledge of anatomy, physiology, and biochemistry to make decisions related to nutrition care.(S)

1.4 Integrates knowledge of chemistry and food science as it pertains to food and nutrition product development and when making modifications to food. (S)

1.4.2 Integrates nutritional biochemistry knowledge to make informed food and nutrition decisions for optimal health. (S)

1.5 Applies knowledge of patho-physiology and nutritional biochemistry to physiology, health and disease. (S)

1.5.2 Interprets and analyzes the effect of diet, fluids, electrolytes and nutritional status on the development and progress of the disease process.(S)

1.5.3 Interprets and analyzes the effects of disease, clinical condition and treatment on nutritional health status. (S)

1.7 Integrates the principles of cultural competence within own practice and when directing services. (D)

1.7.4 Identifies and implements strategies to address cultural biases and differences. (D)

1.7.5 Applies culturally sensitive approaches and communication skills. (D)

1.8 Applies knowledge of pharmacology to recommend, prescribe and administer medical nutrition therapy. (S)

1.8.2 Demonstrates understanding of pharmacokinetics, absorption, clearance, drug metabolism, latency period, drug and supplement metabolism, accumulation, half-life, and routes of administration. (S)

1.8.3 Identifies potential drug and food interactions based on physiological responses to pharmacological agents and takes appropriate actions. (S)

1.9 Applies an understanding of the impact of complementary and integrative nutrition on drugs, disease, health and wellness. (S)

1.9.1 Critically evaluates evidence-based literature to inform decisions about use of complementary and integrative nutrition. (S)

1.9.2 Applies an understanding of the impact of complementary and integrative nutrition on drugs, food, disease states and wellness. (S)

1.10 Applies knowledge of math and statistics. (S)

1.10.3 Applies math skills to perform food and nutrition calculations. (S)

1.11 Applies knowledge of medical terminology when communicating with individuals, groups and other health professionals. (D)

1.11.1 Interprets and communicates medical terminology to non-health professional audiences. (D)

1.11.2 Uses acceptable medical abbreviations and appropriate medical terminology in all forms of communication. (D)

1.13 Demonstrates computer skills and uses nutrition informatics in the decision making process. (D)

1.13.3 Operates nutrition informatics systems in practice. (D)

1.13.4 Uses electronic databases to obtain nutrition information and evaluate credible sources in decision making. (D)

1.14 Integrates knowledge of nutrition and physical activity in the provision of nutrition care across the life cycle. (D)

1.14.1 Evaluates, integrates and communicates nutritional requirements across the life cycle. (D)

1.14.2 Identifies nutritional risk factors across the life cycle. (D)

1.15 Applies knowledge of nutritional health promotion and disease prevention for individuals, groups and populations. (S)

1.15.2 Identifies, prioritizes and implements health risk reduction strategies for individuals, groups and populations. (S)

1.15.5 Applies behavior change theories for nutritional health promotion and disease prevention. (S)

## **Unit 2: Client/Patient Services**

**Applies and integrates client/patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.**

2.2 Selects, develops and/or implements nutritional screening tools for individuals, groups or populations. (D)

2.2.1 Considers all client/patient factors when selecting, developing nutrition screening tools. (D)

2.2.4 Prioritizes care based on results of screening considering complexity of care needs. (D)

2.3 Utilizes the nutrition care process with individuals, groups or populations in a variety of practice settings. (D)

Nutrition Assessment

2.3.2 Interviews client/patient to collect subjective information considering the determinants of health. (D)

2.3.3 Conducts a nutrition focused physical exam. (D)

2.3.4 Takes a food and nutrition related medical history. (D)

2.3.10 Determines barriers that might influence a client/patient's nutritional status. (D)

2.3.12 Identifies patient appropriate validated formula and performs calculations to determine nutritional requirements. (D)

Diagnosis

2.3.14 Devises PES (problem, etiology and sign symptom) statement and outlines reasons for professional opinion cause and contributing factors. (D)

2.3.15 Prioritizes the nutrition diagnosis(es) . (D)

Intervention

2.3.16 Develops an individualized plan of care that addresses nutritional care needs diagnosis and client/patient nutrition goals in collaboration with the client/patient and team members. (D)

2.3.18 Implements the nutrition plan of care or nutrition intervention with the client/patient and other team members. (D)

Monitoring/Evaluation

2.3.19 Monitors and evaluates impact of nutrition intervention on the nutrition diagnosis. (D)

2.3.22 Identifies barriers to meeting client/patient's nutrition goals and makes recommendations to modify the nutrition plan of care or nutrition intervention, and communicates changes to client/patient and others. (D)

Documentation

2.3.26 Documents all elements of the nutrition care process following professional standards and organizational policies. (D)

2.4 Implements or coordinates nutritional interventions for individuals, groups or populations. (D)

Medical Nutrition Therapy

2.4.1 Manages medical nutrition therapy for clients/patients. (D)

2.4.3 Applies foundational science knowledge and medical nutrition therapy principles to establish, order, manage and evaluate the need for nutrition support when prescribing and administering nutritional oral, enteral and parenteral diets. (D)

### Education

2.4.9 Develops and provides evidence-informed nutritional wellness and therapeutic diet education to variety of audiences. (D)

### Psychological Counseling and Therapies

2.4.14 Applies counseling principles and evidence-informed practice when providing individual or group sessions. (D)

2.4.19 Refers/transfers client/patient to appropriate health professionals when counseling therapy or client/patient's mental health issues are beyond personal competence or professional scope of practice.(D)

2.5 Prescribes, recommends and administers nutrition-related pharmacotherapy. (S)

2.5.1 Applies knowledge of foundational sciences and disease when determining the appropriateness of the therapy. (S)

2.5.4 Considers client/patient factors, nutritional impact, indications, side effects, contraindications, benefits, risks, alternatives and foundational sciences when prescribing, recommending and administering nutrition related drug therapy. (S)

2.5.7 Applies the standard of practice, legislation, organizational policies and evidence-informed practices for prescribing. (S)

2.5.10 Consults and refers/transfers client/patient to the appropriate health professional when client/patient's needs are beyond personal competence or professional scope of practice. (S)

## **Unit 5: Leadership, Business, Management and Organization**

**Demonstrates leadership, business and management principles to guide practice and achieve operational goals.**

5.1 Demonstrates leadership skills to guide practice. (D)

5.1.3 Communicates at the appropriate level and understands emotions and emotional situations. (D)

5.1.4 Develops conversational and interpersonal skills. (D)

5.2 Applies principles of organization management. (D)

### Management

5.2.10 Understands and respects roles and responsibilities of interprofessional team members. (D)

### Time Management

5.2.18 Prioritizes activities to effectively manage time and workload. (D)

### Motivation and Recognition

5.2.20 Models behaviors that maximize group participation by consulting, listening and communicating clearly. (D)

## **Unit 6: Critical Thinking, Research and Evidence-Informed Practice**

**Integrates evidence-informed practice, research principles and critical thinking into practice.**

6.1 Incorporates critical thinking skills in practice. (D)

6.1.1 Considers multiple factors when problem solving. (D)

6.1.2 Incorporates the thought process used in critical thinking models. (D)

6.1.3 Engages in reflective practice to promote change and continuous learning. (D)

6.2 Applies scientific methods utilizing ethical research practices when reviewing, evaluating and conducting research. (D)

6.2.2 Articulates a clear research question or problem and formulates a hypothesis. (D)

6.2.5 Collects and retrieves data using a variety of methods (qualitative, quantitative) and technologies. (D)

6.2.7 Translates and communicates research findings and conclusions through a variety of media. (D)

6.3 Applies current research and evidence-informed practice to services. (D)

6.3.3 Integrates current research and evidence-informed practice findings into delivery of safe and effective nutrition care.(D)

6.3.4 Analyzes and formulates a professional opinion based on the current research and evidence-based findings and experiential learning. (D)

## **Unit 7: Core Professional Behaviors**

**Demonstrates professional behaviors and effective communication in all nutrition and dietetics interactions.**

7.1 Assumes professional responsibilities to provide safe, ethical and effective nutrition services. (D)

7.1.1 Demonstrates ethical behaviors in accordance to the professional Code of Ethics. (D)

7.1.4 Applies client/patient-centered principles to all activities and services. (D)

7.1.6 Practices in a manner that respects diversity and avoids prejudicial treatment. (D)

7.1.8 Maintains confidentiality and security in the sharing, transmission, storage and management of protected health information. (D)

7.2 Uses effective communication, collaboration and advocacy skills. (D)

7.2.1 Applies effective and ethical communication skills and techniques to achieve desired goals and outcomes. (D)

7.2.2 Works with and facilitates intraprofessional and interprofessional collaboration and teamwork. (D)

7.2.4 Selects mode of communication appropriate to the messaging to meet the needs of the audience. (D)



## Appendix D – Clinical Skills Checklist

| Skill   | Date | Preceptor<br>Signature/Initials |
|---|------|---------------------------------|
| <b>Health Screening Assessments</b>   |      |                                 |
| Measure blood pressure  |      |                                 |
| Conduct waived point-of-care laboratory testing (such as blood glucose or cholesterol)  |      |                                 |
| Recommend and/or initiate nutrition-related pharmacotherapy plans (such as modification to bowel regimens, carbohydrate to insulin ration, B12 or iron supplementation) |      |                                 |
| <b>Instruction</b>  |      |                                 |
| Provide instruction to clients/patients for self-monitoring blood glucose; consider diabetes medication and medical nutrition therapy plan                              |      |                                 |
| <b>Nasogastric or Nasoenteric Feeding Tubes</b>   |      |                                 |
| Explain the steps involved and observe the placement of an NG or nasoenteric feeding tubes  |      |                                 |
| If available, assist in the process of placing NG or nasoenteric feeding tubes  |      |                                 |
| <b>Swallow Screen</b>   |      |                                 |
| Conduct a swallow screen  |      |                                 |
| Refer to the appropriate health care professional for full swallow evaluation when needed   |      |                                 |