



Community 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 community nutrition professional setting to meet practice 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

Kaydi Williams, PSM, RDN
Applied Nutrition-Dietetics Program Coordinator
Phone: 520-621-1404
Email: kaydiwilliams@arizona.edu

Kayle Skorupski, PhD, MS, RDN-AP, CNSC, FAND
Applied Nutrition-Dietetics Program Director
Phone: 520-621-1396
Email: kayleskorupski@arizona.edu

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 Community SEL site **2 days/16 hours per week** for the duration of the academic semester, totaling around **250 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

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 scheduled over the required minimum hours (~250) 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 Community 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:

- Design food and nutrition activities for various audiences considering factors relevant to individuals, groups and communities.
- Utilize program planning steps to develop, implement, monitor and evaluate community and population programs.
- Complete 250 hours of supervised experiential learning.

Student Projects

Students will be assigned a semester-long project to complete on site during the community SEL. The project involves developing a nutrition education presentation based on the needs of the population being served. Review **Appendix A** for detailed project instructions for the Community Nutrition Education Project. 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 interns did for the project, as well as other activities they have completed, when completing the competency evaluations. Review **Appendix B** for a list of competencies that will be associated with completion of the Community Nutrition Education Project; preceptors will be asked to complete the evaluation by the end of the experience. Preceptors can reach out to the program coordinator to discuss project requirements if questions or concerns arise.

Topics Covered in the Community Graduate Didactic Course:

Students will concurrently be enrolled in a Nutrition Interventions course while completing their community SEL. The goal of the Nutrition Interventions course is to provide students with tools and competencies for developing, implementing, and evaluating nutrition intervention programs in community contexts. It is not required that all topics in the Nutrition Interventions course also be covered during the SEL; the topics are provided below only as suggested topics to review with students, if applicable:

Module 1: Intro to Community based research/program design, Public Health Nutrition, and Epidemiology	
Week 1	Opportunities in Community Nutrition Finding Community Nutrition Resources
Week 2	Health disparities, Social determinants of health, and health equity

Week 3	Community partnerships and intervention design Cultural humility
Week 4	Principles of Epidemiology Health Risk factors and measuring health equity
Module 2: Community Needs/Assets Assessments	
Week 5	Community Needs/Assets Assessments Community Based Participatory Research
Week 6	Research Methods and data analysis
Week 7	A National Nutrition Agenda for the Public's Health Intervention Mapping (Definition & Steps)
Module 3: Intervention Design & Implementation, Theory, and Health Promotion	
Week 8	Intervention Design and Health equity considerations Program Planning for Success
Week 9	Behavior change and interdisciplinary theories to inform Intervention Design
Week 10	Principles of Nutrition Education Health Promotion
Week 11	Program Evaluation
Module 4: Topics in Community Nutrition	
Week 12	Food Systems & Farmworker Health
Week 13	Child and Parental Health
Week 14	Climate Change and Nutrition
Module 5: Research Translation & Communication	
Research dissemination, and community grounded communication	
Week 15	Data Presentation, Communication, Translation

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 B** and **Appendix C** during their Community 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 Community SEL. The competencies that will be evaluated are listed in **Appendix B** and **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.

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

Appendix A- Community Nutrition Education Project

This assignment is scaffolded across the entire course semester, however, this is a recap of the entire project, which can help guide SEL planning with your preceptor.

This activity requires the following:

1. Develop a nutrition education presentation(s) as directed by the preceptor and based on the needs of the population being served. Develop the schedule of educational presentations, if the information will be provided over a series of sessions.
2. Develop a marketing approach and marketing plan by which to attract the target population/clients. This may be posters, an email campaign, fliers posted in appropriate areas. Make sure the information is appealing to your target audience and that all the required information is included.
3. Implement the marketing plan. Remember to schedule time between the initiation of the marketing plan and the actual nutrition class(s). Monitor how the marketing plan is functioning and make any necessary adjustments.
4. Present the nutrition class, following up with participants on an individual basis if appropriate. If attendees were not your intended target, brainstorm alternative marketing strategies and note any changes for the future.

Activity Objectives:

- Provide nutrition education and counseling services in a collaborative environment considering patients' needs and resources.
- Practice compliance with federal and state regulations.
- Use effective education and counseling skills to facilitate behavior change.
- Refer clients and patients to other professionals and services when appropriate.
- Perform the nutrition care process.
- Communicate effectively both orally and in writing.
- Cooperate and communicate appropriately within and between departments.

Getting Started Checklist

Review the organization guidelines for the following:

- ☐ The role of the nutrition educator standards of care
 - ☐ Standards of documentation of clients/individuals/populations served
 - ☐ Scope of practice for an RD in nutrition education
 - ☐ Use of organization resources to provide nutrition education and counseling.
- Expectations to adhere to organization and professional standards of care and practice.
Discuss with the preceptor the oversight body that provides guidelines or sets policy for the organization.

On-going Nutrition Education and Counseling Activities (as available/appropriate)

- ☐ Shadow nutrition educator as she/he provides presentations and counseling, taking notes on steps of the nutrition care process, observations regarding motivational

interviewing related to groups and individuals, and presentation format and method. Observe clients' readiness for change and counseling strategies. Discuss with a preceptor.

- ☐ Determine nutrition education and counseling assignment to include clients to be served, presentations to provide, and documentation needed.
- ☐ Attend in-services and meetings as appropriate.

Developing the Nutrition Presentation(s)

- ☐ Prepare an outline of the presentation(s)
- ☐ Identify the target audience (culture, age, education, interests)
- ☐ Identify the main idea, supporting details, and guidance for tips for each supporting detail.
- ☐ Develop and pre-and post-test to assess participant learning
- ☐ Identify all related materials to develop and organize including handouts, PowerPoint presentations, video clips, and/or Web resources
- ☐ Identify and reserve (if needed) room, tables, chairs, display boards, computer display, and all related support materials
- ☐ Review presentation outline with the preceptor
- ☐ Revise outline as needed
- ☐ Develop the presentation.
- ☐ Determine the schedule for the presentation(s) and any follow-up sessions or materials needed.
- ☐ Develop a marketing plan indicating how the presentation will be advertised
- ☐ Implement the marketing plan.
- ☐ Conduct the presentation with the preceptor present. Discuss the presentation with the preceptor and make any needed adjustments, including any adjustments to the marketing plan.

Full Practice Responsibilities When Ready as Determined by Preceptor

- Review rotation schedule to include any nutrition presentations or nutrition education/counseling opportunities.
- Continue ongoing presentations and follow-up education/counseling as appropriate.

Nutrition Education and Counseling Wrap-Up

Final reflection – prepare a 1-2 page reflection paper of this activity.

Discuss:

- What have you learned?
- What skills have you developed?
- What areas do you need to develop?
- How does this experience add or change your views of the role of the dietitian in individuals' lives?

Appendix B- Nutrition Education Project Competencies & Performance Indicators

Unit 2: Client/Patient Services

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

2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services. (D)

2.1.1 Conducts or coordinates an assessment of the environment, competitive landscape and stakeholder opinions to identify and evaluate data needed to make decisions regarding nutritional products, programs and services. (D)

2.1.2 Designs nutritional products, programs or services that promote consumer nutritional health, dimensions of wellness and lifestyle management. (D)

2.1.3 Creates a work plan or project plan to implement nutritional programs and services or launch products. (D)

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

2.4.6 Applies education theories, adult learning, pedagogy and education principles when developing, modifying, delivering or implementing education materials. (D)

2.4.8 Develops or modifies nutrition education materials or delivery methods to meet the needs of the audience.(D)

2.4.11 Communicates complex nutrition information to broad and diverse audiences. (D)

Unit 4: Community and Population Health Nutrition

Applies community and population nutrition health theories when providing support to community or population nutrition programs.

4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs. (D)

4.1.1 Recognizes how determinants of health, epidemiological findings, health disparities, political interest, availability of resources, and accessibility influence the nutritional health and well-being of a community and population. (D)

4.1.4 Develops and implements a program considering relevant data addressing the nutrition needs of the community or population. (D)

Appendix C- ACEND Community 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)

1.6 Applies knowledge of social, psychological and environmental aspects of eating and food. (S)

1.6.1 Formulates food and nutrition services considering psychological and social factors to meet the needs of individuals, communities and populations. (S)

1.6.4 Analyzes the environmental factors affecting access to services and/or adequate nutrition. (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)

1.9 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)

1.14 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.

2.1 Applies a framework to assess, develop, implement and evaluate products, programs and services. (D)

2.1.4 Conducts an evaluation of a product, program or service by analyzing reasons for variance from expected outcomes and implements new strategies as appropriate.(D)

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)

Unit 4: Community and Population Health Nutrition

Applies community and population nutrition health theories when providing support to community or population nutrition programs.

4.1 Utilizes program planning steps to develop, implement, monitor and evaluate community and population programs. (D)

4.1.6 Evaluates the program using measurement indicators and outcomes. (D)

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)

5.2.18 Prioritizes activities to effectively manage time and workload.

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)

7.2 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)

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