



---

# **Foodservice Supervised Experiential Learning Preceptor Syllabus**

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

---

## **Table of Contents**

---

Description of Program and Community Supervised Experiential Learning (SEL).....	2
Program Mission, Goals, and Objectives.....	2
Program Contact Information.....	3
Affiliation Agreements.....	3
Preceptor Requirements.....	3
Preceptor Continuing Professional Education Units (CPEU).....	3
Supervised Experiential Learning (SEL) Timeline.....	3
SEL Course Objectives.....	4
Student Projects.....	4
Topics Covered in Advanced Foodservice Management Graduate Didactic Course.....	4-5
Expected Learning Outcomes/ACEND Graduate Program Competencies.....	5
Competency Evaluations and Student Time Log.....	5-6
Appendices	
Appendix A- Menu Project Instructions.....	7-9
Appendix B- Quality Improvement Project Instructions.....	10-13
Appendix C- ACEND FSM Competencies & Performance Indicators.....	14-18

## **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 foodservice professional setting to meet practice hours and competencies required by the program and that align with ACEND graduate program standards. More information about the PSM- Dietetics Program is available at the following link: <https://nutrition.cals.arizona.edu/applied-nutrition-programs#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: The program will provide graduates a quality education for entry into the workforce in nutrition and dietetics.

Objectives:

1. "At least 80% of program graduates complete program/degree requirements within 1.5 years (150% of the program length)."
2. "Of graduates who seek employment, 50 percent are employed in nutrition and dietetics or related fields within 12 months of graduation."
3. "80% percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion."
4. "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%."

Goal #2: The program will provide graduates supervised experiential learning opportunities to develop skills, knowledge and beliefs to be successful in the workforce in nutrition and dietetics.

Objectives:

1. 80% of program graduates will rate the overall quality of the program as "good" or "excellent."
2. 80% of employers surveyed will rate the program graduates as "good" or "excellent" in preparation for entry level practice in a nutrition or dietetics related field.

## **Program Contact Information**

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

Kayle Skorupski, PhD, MS, RDN-AP, CNSC, FAND  
Applied Nutrition-Dietetics Program Director  
Phone: 520-621-1396  
Email: [kayleskorupski@arizona.edu](mailto: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 recommends that program preceptors and faculty be trained on strategies to recognize and monitor biases in self and others and reduce instances of microaggressions and discrimination. ACEND provides resources and webinars on Diversity, Equity and Inclusion (DEI) topics:

<https://www.eatrightpro.org/acend/about-acend/diversity-equity-and-inclusion>

Preceptors will be asked to upload the following documents in the program's competency based education portal:

- Resume/CV
- Current CDR card (if RDN or NDTR)
- Proof of completion of DEI training (if completed)

## **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: <https://www.cdrnet.org/cpeu-credit-for-preceptors>

## **Supervised Experiential Learning (SEL) Timeline**

For the foodservice SEL, students will be on site 2 days/16 hours per week for the duration of the semester. Fall semester starts mid-August and ends mid-December. Spring semester starts mid-January and ends mid-May. Specific dates can be discussed with the prospective student or program coordinator and can be found in the University of Arizona Academic Calendar: <https://catalog.arizona.edu/2023-2024-academic-calendar>

## Course Objectives

During this SEL, students will:

- Design plans for quantity, food preparation, portion control, and customer service.
- Modify recipe/formulation for specific purposes, such as nutrient enhancement, quality improvement, and ingredient substitution.
- Complete 250 hours of supervised experiential learning.

## Student Projects

Students will be assigned semester-long projects to complete onsite during the foodservice SEL. The two projects involve developing a theme meal for service, from idea inception, preparation, planning, cooking and service; and developing and implementing a quality improvement project. Review **Appendix A** for detailed instructions for the menu project and **Appendix B** for the quality improvement project. Project requirements can be adapted to fit the needs of the sight. 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. Preceptors can reach out to the program coordinator to discuss project requirements if questions or concerns arise.

## Topics Covered in Graduate Didactic Course:

Students will concurrently be enrolled in an Advanced Foodservice Management course while completing their foodservice SEL. The goal of the Advanced Foodservice Management course is to provide students with knowledge, tools and competencies related to foodservice systems management to prepare them to lead in institutional food service management and entrepreneurial roles. It is not required that all topics in the Advanced Foodservice Management course also be covered during the SEL; the topics are provided below only as suggested topics to review with students, if applicable:

<b>Module 1: Food Safety Management</b>	
Week 1	<i>Food Safety and HACCP Plans</i>
Week 2	<i>Food Allergens and Cross Contact</i>
Week 3	<i>Personal Hygiene and Quality/ Performance Improvement</i>
<b>Module 2: Purchasing, Receiving, and Storing</b>	
Week 4	<i>Inventory Control and Purchasing</i>
Week 5	<i>Receiving and Storing</i>
<b>Module 3: Menu Development</b>	
Week 6	<i>Cultural Menu Production</i>

Week 7	<i>Menu Production for Chronic Disease</i>
<b>Module 4: Equipment and Facility Design</b>	
Week 8	<i>Equipment and Materials</i>
Week 9	<i>Facility Design and Layout</i>
<b>Module 5: Financial Management</b>	
Week 10	<i>Revenue and Profit/Loss</i>
Week 11	<i>Budgets and Financial Monitoring</i>
<b>Module 6: Functions of Management and Human Resources</b>	
Week 12	<i>Management and Leadership Styles</i>
Week 13	<i>Human Resources - Creating job descriptions and interview questions</i>
Week 14	<i>Human Resources- Conducting interviews and hiring</i>
<b>Final Project</b>	
Week 15	<i>Final Project Preparation/Completion- Policy and Procedure Manual</i>

### **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. The ACEND competencies and performance indicators listed in **Appendix C** should be met during the student's Foodservice SEL. Preceptors can reach out to the program coordinator if they identify that the student will not have the opportunity to meet a competency during their SEL or if they need clarification or suggestions on types of activities the student must engage in in order to meet the competency.

### **Evaluations and Time Log**

Evaluations and a student time log will be completed in a competency based education portal, called iCompHost. The program coordinator will set up an account for the site preceptor(s) prior to the intern starting on site. Electronic evaluations are used to track students' progress towards 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 foodservice SEL. 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. Students will be expected to complete self-evaluations that preceptors can directly access and review in iCompHost.

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

## **Appendix A- Menu Project Instructions**

### **Project Summary:**

1. Review current standards and guidelines for recipe and menu development in your facility. Review customer satisfaction surveys on the current menu.
2. Work with your preceptor and other personnel to revise or create a menu based on the facility's needs.
3. Create a budget for the menu.
4. Test the menu you created by making small portions of the meals.
5. Manage and participate in the menu/meal production.
6. Discuss the outcomes of the menu project in a written report.

### **Directions:**

#### **Project Preparation**

- If appropriate, conduct and/or evaluate a customer satisfaction survey for the current menu. Discuss with your preceptor possible menu changes needed based on the results of the survey or based on needs of the facility.
- Review the facility's current nutrition care manual (if applicable), guidelines and regulations for menu development.
- With your preceptor, define the parameters of the menu project with the goal to meet the needs of the facility. Discuss the following:
  - What type of menu they would like you to revise/create (i.e a catered meal; multiple entrees, sides and beverages to be served during lunch; meals for a full day- breakfast, lunch and dinner, etc.)
  - If there are any specific components/ingredients they would like you to include in your menu
  - Any regulations that need to be considered (ex: components of school lunches or medical diet order requirements)
  - Equipment and labor/staffing availability
  - Food and labor costs
  - Nutritional requirements (RDA's, DRI's)
  - Sustainability practices and minimizing food waste

#### **Menu Design**

- Create a menu based on the parameters you discussed with your preceptor during the project preparation process. Work with your preceptor and other personnel to revise or create a menu based on the facility's resources and needs.
- Review the menu you created with your preceptor and other appropriate personnel for approval.
- Analyze the menu using food composition tables and a computerized nutritional analysis software program.
- Change the menu as needed to meet the RDA's, DRI's or other parameters for the population you are serving.

### **Menu Budget**

- Prepare and present a budget - present the budget in a table format with the following items, each making up a column:
  - Ingredients used in the meal
  - Specifications of the item (how many per oz?)
  - Price
  - Amount used for the menu
  - Price per amount used
  - Then estimate the total cost of the meal by adding up the price per amount used column.
  - Determine the cost of the meal per person and deduct it from the amount charged per meal. This will provide you with the profit.

### **Menu Testing**

- Prepare small portions of at least 2 menu items to test the recipes for visual appeal, texture, variety, balance, etc.
- Utilize food science principles and quality tests (taste panel, AP-EP, cooking methods, yield study) for each recipe.
- Revise recipes if needed.

### **Meal Production**

- Participate in the ordering process for the menu.
- Prepare a customer satisfaction survey to determine the outcome of the meal. Review with your preceptor and revise as needed.
- Prepare a plan for the preparation, service, and clean-up of the meal.
  - Make sure to consider all sanitation and facility regulations and requirements. Review with your preceptor.
  - Prepare a production log that you will use to track the actual production.
  - Supervise and participate in the meal production and service. Make sure to note on your production log the timing of each step, problems as they occurred, and the solutions you chose to do.
  - Supervise and participate in the clean-up procedures. Once again, note the problems and solutions as well as open issues that need to be addressed.
- Review the production log, reflect on your experience and review customer satisfaction survey results for acceptability by the facility population. Analyze and summarize the results, and present them to your preceptor and other appropriate staff.

**Analysis and Discussion** - In a written report (2-3 pages) discuss the outcomes of the menu project.

- What did you observe?
- Was it well received by customers?
- Was it well received by staff?
- Do you see any future improvements?



- What worked, what didn't, and why?
- What would you do differently?
- What did you learn?

## **Appendix B- Quality Improvement Project Instructions**

### **Background:**

Quality and performance improvement refers to the process by which an organization assures that the services provided meets or exceeds their established standards. People “working smarter” are the real key to improving performance in any operation. Thus, management must understand human nature (i.e. their staff and the quality of work life or work environment) to ensure performance and productivity improve. Factors to consider when improving a process as well as productivity are product quality, customer satisfaction, and the input/output ratio.

The key steps for a performance improvement study are: Plan – Do – Study – Act [PDSA].

1. **Plan:** review the process; study and analyze current conditions, environmental factors and the standards; determine how it can be improved and identify data for analysis; develop tools and training.
2. **Do:** take action on a limited basis; pilot test the new idea/process to achieve improvement.
3. **Study:** determine whether the action plan was effective; analyze pre and post pilot test data - indicators, observations, surveys, etc.; modify the new process if necessary to achieve the desired improved outcome.
4. **Act:** implement the change and establish an ongoing evaluation and monitoring system to sustain the improvement OR abandon the change and develop a new plan, i.e., repeat the cycle.

The Quality and Process/Performance Improvement Project for this rotation will focus on only the *Plan, Do and Study* phases. It is expected that interns work with department staff to develop improvements, gain experience in leadership as well as management skills. The outcomes may include development of in-service training, educational materials, and/or new policies and procedures.

### **Project Summary:**

1. Observe the operation in which you are completing your rotation. Participate in the supervision of department activities.
2. Identify a food or management issue (i.e. improper food handling, sick workers, workflow efficiency, etc.) for your project.
3. Prepare a proposal for your chosen topic and review your proposal with your preceptor for approval.
4. Research the literature related to the food or management issue you have identified.
5. With you preceptor, determine your project intervention/output - examples include: 15 minute in-service training with visuals (i.e. PowerPoint and handouts) to selected staff, development of educational materials and/or creation of new policies and procedures.
6. Implement interventions.
7. Prepare a QI project paper on your selected topic.

## **Directions:**

### **Project Preparation**

- Review the facility's Policy and Procedure Manual to gain full insight into daily operations.
- Participate in the supervision of department activities. Observe the layout of the facility, workflow efficiency, communication and operating procedures followed by staff.
- Identify food or management issues in the facility.
- Review the literature on issues you identified and select one topic for your project.

### **Written Topic Proposal and Program Evaluation and Review Technique (PERT) Chart**

(This proposal must be given to your preceptor for topic approval)

- Define the problem or state a simple research question based on the facility's situation and need.
- With you preceptor, determine your project intervention/output - examples include: 15 minute in-service training with visuals (i.e. PowerPoint and handouts) to selected staff, development of educational materials and/or creation of new policies and procedures.
- Develop 2 outcome objectives of your project.
- Create a PERT diagram with a detailed list of activities included in your project plan and with the anticipated amount of time each task will take.
  - PERT Chart Concept: Use of a diagram to plan activities and estimate the time required to complete each activity. The chart helps organize and spot possible scheduling difficulties, estimate completion time, and control the entire process.
  - PERT Chart Process:
    - List all activities to be performed for the project.
    - Arrange the activities sequentially.
    - Estimate time needed to complete each activity.

### **Intervention Implementation Steps**

- Review the literature regarding standards and best practices for your chosen topic.
- Develop the project intervention (i.e. 15 minute in-service training, development of educational materials and/or creation of new policies and procedures)
  - Create a pre and post questionnaire/quiz to assess knowledge of staff before and after the intervention.
  - Create a monitoring plan for post-intervention.
- Present intervention to appropriate staff selected by your preceptor.
- Work with your preceptor and the staff to implement selected improvements.
- Follow monitoring plan post-intervention and assess appropriate staff for improvements.

### **Project Deliverables**

- Add your project deliverables (i.e in-service presentation, educational materials, new policies and procedures) to your Professional Practice Portfolio under the Foodservice Management section.

## **QI Project Paper (12 point font, double spaced)**

- **Section I: Executive Summary** [1 page each] - Summarize the most important details of your plan/objectives, activities and results of your in-service project and benefits to the organization. This section should be written last as it summarizes your entire project paper.
- **Section II: Introduction and Literature Review** [3 pages maximum] –
  - Introduce the specific process under study:
    - What is the purpose of this study?
    - Why is it important?
    - What are the goals, objectives and results that you seek or expected outcomes from making this improvement?
  - Study of the problem(s):
    - Provide a historical background.
    - Describe any standards, protocols, guidelines established by the industry for the area of focus being analyzed.
    - Develop the background by including a scholarly review of the literature, reference pertinent works specific to the issue(s) - How does the project at hand relate to information cited in the literature?
- **Section III: Materials and Methods** [1-2 pages]-
  - Provide details for each step of the study –
    - Think: who, what, where, when, why, and how. Describe what you and/or other staff did, how you did it, and go on to include when, where, and why.
    - Report what you did in chronological order (Project Completion Steps).
    - Clearly identify who and how many subjects (i.e how many individuals were observed or interviewed).
    - Describe the types of data collected. State the process(es) used to collect your data, and the methods you used to analyze it. Be sure the steps cover sufficient detail so that another intern could take your Methods and implement this project at their facility. ]
- **Section IV: Results** [1 page maximum] –
  - State your findings for the following:
    - Data Collected
    - Cost Outcomes: Conduct a cost-benefit analysis, which projects any cost savings that may be achieved from the change or improvement opportunity.
    - Additional Quantitative Benefits (i.e. additional number of meals prepared, time saved on a task multiplied by the number of times this task is performed in a week or month, the number of staff available to do additional work, the reduced number of accidents or sick days)
    - Qualitative Benefits. (i.e. improvements in employee/customer satisfaction, mood, motivation etc.) Qualitative benefits are the feelings that the people have, their reactions to a situation.
- **Section V: Discussion and Recommendations** [1-2 pages]

- o Process Outcomes Assessment: Compare the current documented care or service performance with the current professional standards/procedures.
  - Does the facility's process standards and procedures reflect current standards of quality practice? Discuss what, if any, differences or variations were identified between the facility's processes with these standards.
- o Analyze and discuss results:
  - Why did they occur?
  - What do they mean for this specific facility?
  - Do findings support your outcome objectives?
- o Suggest corresponding corrective actions to be taken, and identify future plans and activities
  - What are the next steps the facility will need to take to fully implement the improvement and maintain an atmosphere of continuous quality (performance/process) improvement?
- **Section VI: References-** AMA format, minimum of 8 sources, include peer reviewed journals.
- **Section VII: Appendix** [pages as needed]- The facility's forms as well as any forms, documents, etc. that you create may be included as an appendix. Appendices are alphabetized. Any appendix is required to be discussed/explained in the paper.

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

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

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

1.3 Applies knowledge of microbiology and food safety. (S)

1.3.1 Applies food safety principles of microbiological food spoilage and strategies for controlling microbial growth. (S)

1.3.2 Implements key principles and practices to make foods safe for consumption at all stages during the flow of food. (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)

1.4.3 Evaluates the chemical nature and composition of food on food quality, acceptability and compatibility. (S)

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

1.6.3 Integrates knowledge of maximizing sustainability, food and water waste, reusable/biodegradable items, local and global produce sourcing and access to food. (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)

1.10 Applies knowledge of math and statistics. (S)

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

1.12 Demonstrates knowledge of and is able to manage food preparation techniques. (D)

1.12.2 Converts recipes and ingredients based on client/patient's preferences or dietary needs. (D)

1.12.3 Develops recipes and menus and increases or decreases quantities served from the recipe. (D)

1.12.4 Evaluates recipes using sensory evaluation methods. (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)

## **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)

## **Unit 3: Food Systems Management**

**Applies food systems principles and management skills to ensure safe and efficient delivery of food and water.**

3.1 Directs the production and distribution of quantity and quality food products. (D)

3.1.2 Analyzes the workflow design and makes recommendations for modifications or approves for implementation. (D)

3.1.6 Directs and analyzes the evaluation of foodservice production and services to inform, change, and/or budget resources and department or corporate direction. (D)

3.1.7 Establishes a culture that is ethical and free of safety and health hazards. (D)

3.2 Oversees the purchasing, receipt and storage of products used in food production and services. (D)

3.2.2 Applies ethical decision making to determine the need for reduction or increase in resources. (D)

3.2.6 Applies the principles of the process of receiving and storing products demonstrating adherence to food safety code, nutrition guidelines and regulations. (D)

3.2.7 Applies the relationship between forecasting and production as it pertains to recipe needs and organizational demand. (D)

3.3 Applies principles of food safety and sanitation to the storage, production and service of food. (D)

3.3.2 Incorporates the required safety and nutritional health policies and procedures in the organization's mission and policies. (D)

3.3.4 Takes into consideration food allergies when preparing menus and foods. (D)

3.4 Applies and demonstrates an understanding of agricultural practices and processes.(S)

- 3.4.1 Has a working knowledge of different agricultural food production systems and related terminology and concepts including potential nutritional impact. (K)
- 3.4.2 Understands the local and global food markets and applicable nutrition regulations. (S)
- 3.4.3 Identifies and supports partnerships with local and global food growers and producers. (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)
  - Planning
    - 5.2.1 Establishes operational plan considering budget, inventory control, labor and regular daily tasks. (D)
  - Organizing
    - 5.2.5 Demonstrates an understanding of how individuals and groups interact within the organization. (D)
  - Controls
    - 5.2.15 Collects and analyzes data to evaluate outcomes and determine if established goals and objectives are met. (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)
- 5.3 Applies project management principles to achieve project goals and objectives. (D)
  - 5.3.1 Leads the development and completion of a project plan and budget. (D)
  - 5.3.2 Identifies the project strengths, weaknesses, opportunities and threats. (D)
  - 5.3.4 Conducts regular review of project to note strengths and opportunities for improvement and to implement adjusted actions. (D)
- 5.4 Leads quality and performance improvement activities to measure, evaluate and improve a program's services, products and initiatives. (D)



5.4.1 Identifies and communicates quality and/or performance improvement indicators and benchmarks using evidence-informed practice. (D)

5.4.2 Develops quality and/or performance improvement measurement tools and analyzes data to inform baselines and to identify root causes and potential solutions. (D)

5.4.3 Develops, implements and communicates a quality and/or performance improvement action plan for further improvement and monitors impact. (D)

5.5 Develops and leads implementation of risk management strategies and programs. (D)

5.5.1 Assesses potential and real risks to an individual, group and or organization. (D)

5.5.2 Identifies and takes action to manage, reduce and or eliminate risk to self, others and the organization. (D)

5.5.3 Develops risk management plans and protocols. (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)

7.1.6 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)